DOCUMENT RESUME

ED 372 127 UD 029 947

AUTHOR	Strother, Wanda M.; And Others
TITLE	Eastman Kodak Company: 21st Century Learning Challenge. Volunteer Resource Manual.
INSTITUTION	Eastman Kodak Co., Rochester, N.Y.; Strother and Associates, Rochester, NY.
PUB DATE	[92]
NOTE	170p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Academic Achievement; *Cultural Awareness; Elementary Secondary Education; Ethics; Mathematics Education; Mentors; *Partnerships in Education; Preschool Education; *School Business Relationship; Science Education; Training; Tutors; Urban Areas; *Urban Schools; *Volunteers
IDENTIFIERS	Business Role; *Eastman Kodak Company; Rochester City School District NY

ABSTRACT

The Kodak 21st Century Learning Challenge is a companywide, 10-year corporate commitment to improve mathematics, science, and technology achievement for all students in the communities around Kodak's manufacturing plants. The Rochester (New York) initiative for which this training manual is presented is a partnership among Kodak, the Rochester City schools, higher education institutions, and target students. Initiatives in the Rochester area range from the encouragement of children in preschool education through high-impact projects in the high schools. There are 36 Kodak partnerships at 26 schools with more than 750 employees and 10,000 students, and participants have embarked on projects that include tutoring and mentoring. The manual serves as an introduction to the programs for volunteers and includes information on developing partnership programs and on interacting appropriately with students from various cultural groups, with an emphasis on the problems and needs of city children. The role of the volunteer is defined, and legal and ethical considerations are outlined. A simulation activity is included that is intended to increase the cultural sensitivity of volunteers. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 127

Eastman Kodak Company

21st Century Learning Challenge

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Volunteer Resource Manual

Kodak 21ST CENTURY LEARNING
Africa
USA
CHALLENGE

Bradley Upshaw
6th grade
#2 School

UD 029 947

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Belcher
Eastman Kodak Company
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented by STROTHER AND ASSOCIATES
55 Culver Road
Rochester, NY 14620 (716) 271-6907

BEST COPY AVAILABLE

21st Century Learning Challenge
Volunteer Resource Manual

Table of Contents

Introduction

Orientation Objectives

21st Century Learning Challenge

Partnership Development Process

Role of the Volunteer

Legal and Ethical Considerations

Child Development

School Culture and Environment

Cultural Diversity

Evaluation

Dreams for the Future

INTRODUCTION

Message to the Volunteer

Welcome and thank you in advance for your contributions as a volunteer. Our goal is to provide information for volunteer coordinators to use as you build your own partnership with an individual school. On the following pages you will find a variety of materials, outlines, and suggestions for training potential volunteers. The specifics of any training workshop will be determined by:

1) the skills, backgrounds and/or perspective of the trainer;

2) the needs, backgrounds and/or knowledge of the volunteers and;

3) the time available to do the training.

Please realize that the suggestions in this manual are just-that, suggestions. In no way are workshops prescribed. Because we have packaged the manual in a three-ring binder, we hope you will feel free to add materials as you go along. Each volunteer will receive a copy of the manual. Encourage them to use this as a personal file to collect helpful information that they may want to pass on to others, or keep for future reference.

We expect all who assume a volunteering role will enter the classroom with a baseline of knowledge about the 21st Century Leaning Challenge and their role in the school setting. The primary means by which most volunteers will gain this information will be through volunteer training workshops conducted by Strother and Associates, and through hands-on, team work with experienced Kodak volunteers.

Introducing...

Wanda M. Strother

Wanda M. Strother is currently president of Strother and Associates. Her services include all aspects of partnership program development, training, educational presentations, fund development, and special events. Ms. Strother has played a major role as partnership coordinator in over 150 partnerships in the Rochester City School District. She is certified as an official trainer of partnership coordinators by the National Association of Partners in Education, a national organization that recognizes, monitors and reviews partnerships both nationally and internationally.

Ms. Strother has created and implemented various training programs in the areas of organizational development, strategic planning, program development and assessment, building self esteem, managing stress, early childhood and elementary teacher inservice, child and adolescent development, adult career education, exploration, community advocacy, and neighborhood development. She has presented training programs to people of different nationalities, ages, and work situations both locally and nationally.

Over the past 20 years, Ms. Strother has had the opportunity to be a teacher, director of two community agencies, a government official, adjunct faculty member at a local college, mediator and an educational, human services, and business consultant. She is well versed in the different cultural dynamics for non-profit and profit corporations, educational and government institutions.

Ms. Strother resides in Rochester with her husband and four children.

Beatrice Paul Harris

Beatrice Paul Harris' career spans an enriching variety of professional disciplines. Bea has headed two nationally acclaimed non-profit agencies: the Center for Educational Development, a local education fund dealing with business/education/community collaboratives; and the 19th Ward Youth Project, a community-based mental health project that gained national attention in the 1970's for its innovative work with students in the Rochester City School District. In addition, Bea spent four years as a school board member for the Rochester City School District, serving two of those years as president. Under her leadership, the Board of Education sought to develop strategies to involve parents, businesses, and the community in the educational process. Also an entrepreneur, she owned and operated her own florist shop for four years.

In 1990 Bea shocked family, friends, and colleagues by giving up an exciting and successful career to open **Points Of Life**, a Lifestyle Resource Center for professional, personal, and spiritual growth and development. She has since become certified as a hypnotherapist and a third degree REIKI practitioner.

Bea has faced the all-to-familiar challenges of single parenting. All three of Bea's children graduated from City schools. Bea continues to live in the inner city, following through on her belief that it is important for young people in urban neighborhoods to have successful role models. Bea's numerous successful career experiences, her natural love and gift for working with people, and her personal transformational experiences make her an exceptional seminar presenter.

Iris Jean Sulcer-Banister

Iris Jean Sulcer-Banister is a native of Oklahoma and a wife of 21 years to Thomas A. Banister Jr. She has three sons: Thomas age 18, a graduate of East High School now serving in the United States Navy; Simeon age 9, a major achievement student at George Mather Forbes School #4; and Ethan age 8, a student at James P. Duffy School #12.

Mrs. Banister has a Bachelor of Arts degree in Elementary Education from Jarvis Christian College, in Texas; a Master of Science degree in Elementary Education for Minority Children from Geneseo State University College; and a Masters in Counseling for Minority Group Individuals. She also holds a certificate of Advance Study in School Supervision and Administration from Brockport State University College. She has additional training through the University of Rochester in Multi-Culturalism, and in Methods and Techniques in Non-Violent Confrontation from Adelphi University.

She is committed to public education and the appreciation of cultural diversity. To this end she is an educational consultant, facilitator, and workshop presenter.

STROTHER AND ASSOCIATES

We provide the knowledge and skills for building linkages and facilitating communication among all in our community, nation and worldwide.

We promote an understanding of the many difficult issues related to cultural diversity.

We encourage all entities to take responsibility for finding solutions to meet the challenge of insuring that every human being has reverence for life and is treated with respect, dignity and integrity.

We provide services from the perspective that partnership and teamwork are crucial in providing services, solving problems, and supporting customers to improve the quality of relationships in our community.

As part of our effort with school/volunteer orientation, we support the national education goals which are:

Goal I	By the year 2000, all children in America will start school ready to learn.
Goal II	By the year 2000, we will increase the percentage of students graduating from high school to at least 90 percent.
Goal III	By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
Goal IV	By the year 2000, U.S. students will be the first in the world in science and mathematics achievement.
Goal V	By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy, and exercise the rights and responsibilities of citizenship.
Goal VI	By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conductive to learning.

Orientation Objectives

Orientation can be described as a process that prepares people for involvement in a new situation. In a partnership, a good program orientation will acquaint all the participants with the nature of the undertaking and help them understand their roles in it.

Creating and Managing A School/Business Partnership

21st Century Leaning Challenge
Volunteer Orientation
Agenda

11:45am - 12:00 Noon	Lunch
12:00 Noon - 1:00pm	Introductions CED/RBLA Overview 21st Century Challenge Overview Pre-test
	Legal and Ethical Considerations
1:00pm - 2:00pm	African-American/Latino Children and the Urban perspective.
2:00pm - 2:10pm	BREAK
2:10pm - 4:40pm	School Culture and Environment Cultural Diversity Simulation Activity.
4:40pm - 5:10pm	Debriefing/Post test/Evaluation

presented by
STROTHER and ASSOCIATES

OVERVIEW OF TRAINING SESSIONS

A. OBJECTIVES OF TRAINING

The training objectives identify things we hope to accomplish during the 51/2 hours.

1. Introducing volunteers to the 21st Century Learning Challenge Goals & Objectives partnership development process and the role in schools.
2. Allowing volunteers to explore their feelings about what it means to be a volunteer.
3. Exposing volunteers to information on helping relationships;
4. Providing volunteers with information about the culture of schools, and the cultural diversity of students in the Rochester City School District.

Training objectives identify the activities and information that the trainer will expose trainees to. The specific objectives of any training session will be determined by the trainer, based on the activities to be used in the workshop.

B. EXPECTED OUTCOMES

The expected outcomes will be realized through the objectives established for each session. Based on the activities and information you will be exposed to, the following learning outcomes have been identified the learning that is expected to occur. An evaluation at the end of the training will determine whether we as trainers, and you as participants, have accomplished the objectives.

1. A clear understanding of the 21st Century Learning Challenge process and your role as volunteer in that process;
2. A clear understanding of your personal feelings about volunteering and what it involves to be a volunteer;
3. An understanding of helping relationships, the various dimensions and your own level of comfort with those dimensions;
4. An understanding of the needs of City School District students and the cultural setting under which they will be operating.

Ground Rules and Participant Commitment

I am committed to being here for the 1 day (5½ hours) training program.

I will accept no interference in my attention, other than an emergency.

I am committed to being totally focused and making a contribution to my own learning by readily sharing my experiences.

I will honor other participants and facilitators by having no side conversations during presentations.

21st Century Learning Challenge

Dear Mrs. Valentino,

Thank you for letting us see the inside of Kodak. We liked the cookies and pop. We saw machines that were little and big. One day I would like to work at Kodak.

Sincerely,

Donovan McClary
2nd grader, # 2 School

THE KODAK 21ST CENTURY LEARNING CHALLENGE

Math, Science & Technology Star in a Brighter Future

OUR VISION

In 2001, students in Kodak site communities are functioning productively in a diverse environment that assures a desirable quality of life for all and achieves global economic competitiveness for Kodak.

OUR VISION S-P-E-L-L-S A^+

Strength in diversity; **P**artnership; **E**ducation for all; **L**earning community;
Life-long learning; **S**elf-responsibility and empowerment
= A^+CADEMIC EXCELLENCE

SUCCESS INDICATORS

By the year 2001, in Kodak site communities:

1. All children start school at a high level of learning preparedness.
2. Students graduating from public schools are prepared for lifelong learning experiences in higher education and employment of choice.
3. High school students' achievement in mathematics, science and technology equals the average of the top five OECD* countries.
4. All students are engaged in world-class instruction in mathematics, science and technology.
5. The Quality Principles of Customer Focus, Management Leadership, Teamwork, Analytical Approach and Continuous Improvement are the standard for the educational institution in all facets of its operation.
6. Kodak is the employer of choice among graduates from schools in Kodak communities.

MISSION STATEMENTS

By the year 2001, in partnership with educational and community institutions in Kodak communities, our mission is to develop and enhance:

1. **Pre-K Students:** Community ownership of early childhood education so that all children start school commensurate with their inherent capability.
2. **K - 12 Students:** Mathematics, science and technology programs that assure high student achievement and prepare students for higher education and employment of choice.
3. **Educators:** Programs that extend the capacity of teachers, administrators and other educators for instructional and leadership excellence.
4. **Educational Institutions:** An environment that supports student achievement and lifelong learning within *One Learning Community.***

IMPLEMENTATION PRINCIPLES

Four principles guide our selection of programs:

1. *Think globally, act locally:* Address global challenges by impacting education at the local level.
2. *High quality and high quantity of educational achievement:* Maintain high expectations for ***all*** students.
3. *Broad and rapid replicability:* Support education initiatives that can be implemented quickly without compromising quality of results.
4. *Focus, intensity and sustained effort:* Emphasize math, science and technology achievement through long-term, ongoing interactions among students, parents, educators, community groups, business and higher education.

---

* OECD is the Organization for Economic Cooperation and Development. It consists of USA, Canada, Japan, Australia, New Zealand, and 19 European countries.

** *One Learning Community:* Developing all students' potential through the integrated efforts and commitment of family; school; community and government; and business and higher education.

BEST COPY AVAILABLE

KEY PROJECTS AND PROGRAMS

EARLY CHILDHOOD EDUCATION (PRE-K)

Expansion of Early Childhood Education (ECE) Centers
★ Addition of 2 ECE Centers

Enhancement of Quality of ECE
★ Volunteers-In-The-Classroom

Community Awareness and Advocacy
★ Marketing ECE Needs and Benefits

Developmentally-Appropriate-Practices & Staff Development
★ NAEYC* Certification of Centers & Staff

Community Adoption and Replication
★ Community Partnerships
★ Replication of Exemplary Models

* NAEYC: National Association for the Education of Young Children

K-12 STUDENTS

Grades K - 5: Enhancement of Math, Science and Communication Arts
★ Tutoring
★ Volunteers-In-The-Classroom
★ Special Projects**
★ Mentoring Program

Grades 6 - 12: Enhancement of Math, Science and Technological Fields
★ Business/Higher Education Applications
★ Tutoring
★ Career Awareness
★ Mentoring Program
★ Special Projects**

Grades 6-12: Academy of Thousands of ★'s
★ Summer College/ Industrial Research
★ Saturday Academy
★ Leadership Development
★ Incentive Scholarships
★ Super Summer Camp
★ Co-op/Internship
★ Seminar Series

** Special Projects, e.g., Mobile Science Van; Challenger Learning Center for Space Education; "24" Math Contest; Technology Awareness Module (TAM) unit.

THE KODAK 21ST CENTURY LEARNING CHALLENGE

EDUCATORS

Center for Math, Science & Technology Education
★ Engineering and Technology Network
★ Summer Teacher Institute
★ Lecture Series
★ In-Service Workshops

Center for Curricula & Instructional Excellence
★ Professional Support Network
★ In-Service Workshops
★ Educator Sharing Forums
★ Seminar Series

Leadership Academy
★ Leadership Network
★ Summer Institute
★ Seminar Series
★ Leaders' Week

Institute for Professional Exchange
★ Internships
★ Exchange Program
★ Business/Higher Education Tours

EDUCATIONAL INSTITUTION

Quality Leadership Processes
★ Quality Leadership Consulting
★ Performance Management

Quality Leadership Excellence
★ School Quality Award
★ Innovation Grants

Family-As-Learner***
★ Family Math
★ Family Science
★ Family Reading

Family-As-Educator***
★ Parental Education for Young Children

Community-As-School Resource***

School-As-Community Resource***

*** Implementation with appropriate community groups.

KLC - in - Brief

The Kodak 21st Century Learning Challenge is a company-wide, 10-year corporate commitment to improve mathematics, science and technology achievement for all students in Kodak's manufacturing plant site communities. The Rochester initiative is a partnership between Kodak, the Rochester City School District and higher educational institutions and targets students from age 3 to 18. It supports instructional and leadership excellence for educators, and also promotes a quality educational environment that supports student achievement and lifelong learning within one learning community. The Learning Challenge's mission statements revolves around four specific areas of focus:

Goal 1

Early Childhood Education (Pre-K)

Encouraging grammar schools to embrace Pre-K instruction is just one of the early childhood education projects in Kodak Rochester. The Rochester City School District and the Kodak Learning Challenge actually built an early childhood facility. The students at Edison Technical and Occupational Education Center constructed this center in their school workshop. Kodak funded the construction material, technical expertise and all final site construction. The school district currently staffs and operates this facility which provides preschool education for about 60 children. Currently, Kodak volunteers are serving in three school district early childhood centers and plans to place more centers in existing elementary schools are in progress.

Goal 2

Elementary/Secondary School Programs

Kodak has several high-impact projects in place in math, science and technology that assure high student achievement and prepare students for higher education and employment of choice. Currently Kodak has 36 partnerships with organizational volunteers at 25 Rochester schools that involve more than 750 employees impacting over 10,000 students. Many students are receiving tutoring and over 85 fifth and sixth grade students and Kodak volunteers are engaged in a student Mentoring Program working on technical projects at the Kodak work site. Both mentors and students make a six-year commitment to the program. Other special projects include a Mobile Science Van, the Challenger Learning Center for Space Education, "24" Math Contest and a Technology Awareness Module.

Goal 3

Educators

Because teachers have the ability to reach hundreds of students, the Kodak Learning Challenge also focuses on improving teacher skills and knowledge. Among the programs to raise teacher instructional and leadership skills to world-class levels is the Center for Math, Science and Technology Education. Last summer, more than 110 teachers participated in a 3-week science/math institute that included 5 days of work-site experiences in Kodak's research and manufacturing facilities, as well as, other community business/hospital sites. A Leadership Academy promotes excellence in educational leadership through a leadership network, seminar series and a Leaders' week network. In addition, the Learning Challenge works with principals to develop their personal and inter-personal leadership capabilities.

Goal 4

Educational Institution

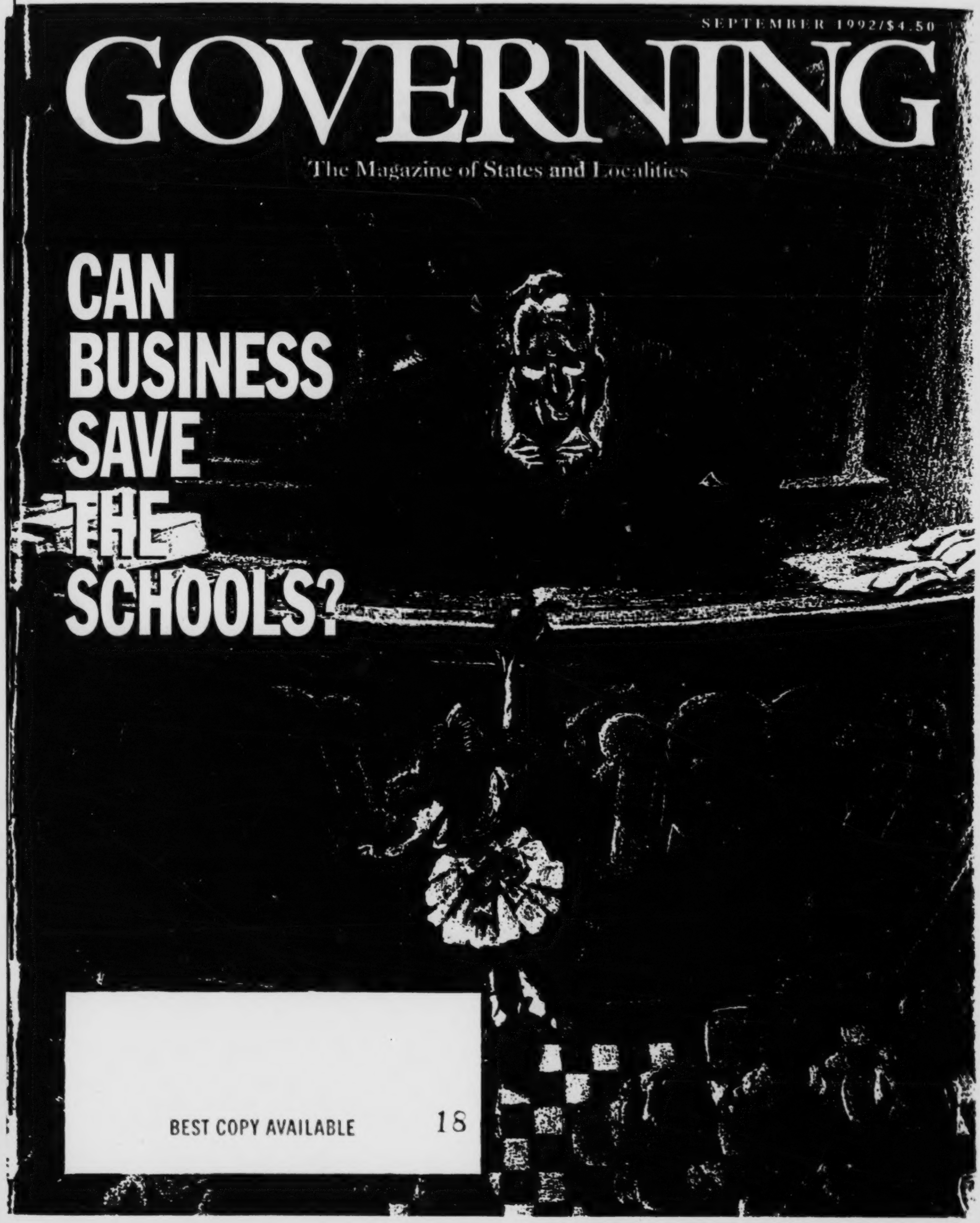
With the need to impact the educational system and management of the school as a whole, Kodak Quality consultants work with 30 school-based planning teams to facilitate the transfer of business processes and total quality management (TQM) principles. At the district level, the Learning Challenge provides project-based consultants to numerous district wide reform. Kodak also awards Innovation Grants to schools that show innovative and experimentation with novel approaches to educational reform initiatives.

GOVERNING GUIDE: TALKING TRASH

SEPTEMBER 1992/$4.50

GOVERNING

The Magazine of States and Localities



CAN BUSINESS SAVE THE SCHOOLS?

BEST COPY AVAILABLE

COVER STORY

BUSINESS AND THE SCHOOLS:

The Failure And the Promise

BY KATHLEEN SYLVESTER

Carter Goodrich illustration

American business isn't doing well these days. Neither is the public education system. But even as business has lost its competitive edge and schools have been under attack for producing workers who can't read or write or think very well, the two institutions have been reluctant to acknowledge any mutuality of interest.

As if an invisible fence surrounded all of the schoolyards in America, there has been a line that neither party has been willing to cross. It has been the job of business to compete, the job of schools to educate. As poorly prepared students entered the work force, business has tried to cope by lowering standards or retraining workers. As schools have been heaped with criticism and deluged with wave after wave of reform, business has taken a rather cynical posture—frequently offering token assistance while demanding tax relief.

Now, in some places, there is a hopeful development: Across the country, business and the schools are beginning to recognize a mutuality of interest and are forging a new relationship.

Business leaders are contributing not only money, but also their expertise and their time. At the local level, business is teaching the schools how to manage themselves better; at the state level, business is lending strong support to a comprehensive agenda for restructuring education. And all across the country, business leaders are beginning to redefine the dilemma of education as a dilemma that communities—not just educators—must solve. For their part, the schools, traditionally suspicious of outside intervention, are starting to view business as a formidable community ally at a time when they desperately need one.

These new attitudes promise to bring a collaboration much more intense and involving than the previous "partnerships" between business and education. Equally important, the new collaboration holds a promise of permanence. Some educators and business leaders think that there may come a time when, in many communities, it will be hard to tell where business ends and the schools begin.

No one is suggesting that these changes hold the answers to all of the problems of education. And while the new thinking is far from universal, the collaborations can be seen across the country: IBM is working with the school system in Austin, Texas; J.C. Penney is doing the same in Fort Worth, along with Sears in Chicago and the Bank of America in San Francisco.

But the best place to examine this new thinking is Rochester, New York, where an ambitious experiment in education reform has been under way for some time.

Rochester attracted national attention four years ago when the city agreed to a radical teachers' contract that raised teacher pay by more than 40 percent over three years in return

The often rocky relationship between business and education is entering a new phase. It's intensive, and it may be permanent.

BEST COPY AVAILABLE

What Business Wants

Here is the nine-point school restructuring agenda being pushed by the Business Roundtable and other business groups in legislatures across the country:

1. Assumptions: All students can learn at high levels; we know how to teach them; curriculums must be demanding but flexible; every child needs an advocate.

2. There should be accountability based on outcomes.

3. There should be diverse methods of assessment.

4. Schools should be rewarded for success, helped to improve and penalized for failure.

5. Shared decision making between schools and the central office, as well as between teachers and administrators, should be encouraged.

6. Staff training must be comprehensive.

7. Quality preschool programs are necessary.

8. Health and other social services should be used to reduce barriers to learning.

9. Imaginative use of technology as a learning tool should be developed.

for the teachers' agreement to take on new responsibilities.

Embedded in that contract were ideas from *A Nation Prepared: Teachers for the 21st Century*, a 1986 report by the Carnegie Forum on Education and the Economy. The report concluded that as long as teaching is treated as a blue-collar occupation and teachers are given little authority to decide how to do their jobs, teaching will not attract or keep the high-quality professionals needed to produce high-quality graduates. The report's author, Marc Tucker, suggested that wholesale changes in the organization and management of schools were needed to transform them into workplaces that would attract true professionals.

By the time the Rochester contract was signed, Tucker's ideas were gaining wide recognition as an essential component of education reform, and he was invited by the school system and teachers' union to help implement the new contract. New York Governor Mario M. Cuomo offered state support, and Tucker brought his newly formed National Center on Education and the Economy—an organization dedicated to the creation of a high-skills, high-wage work force—to Rochester.

The Rochester plan was ambitious. Experienced teachers were to mentor new ones; all teachers were to participate in a "home-based guidance" program that called for each teacher to advise 20 students, keeping track of their overall school progress and making home visits. The role of Tucker's organization was to help the school system devise goals for student performance, find better ways to assess that progress and push instructional decisions down to the school level.

Four years later, there is general agreement that the plan has faltered badly. One of its presumptions was that higher salaries would attract better teachers; instead, they slowed retirements, reducing new hires. And despite teachers' willingness to take on new responsibilities, few had the social-work skills to make home visits, and they received little training in that area. The site-based management plan suffered from the same problem. It was based on a presumption that there would be strong middle managers to take over the schools, but the educators needed training to become good managers, and the school board had little money for such training. And most significantly, there had been no up-front agreement on how to assess the progress of the experiment. When the three-year teachers' contract expired, there had been positive changes, but they had not been quantified in a way the community could understand them.

Tucker says that when there were no "radically different results in student performance," there was widespread community frustration. Assistant Superintendent Loretta Johnson puts it more bluntly: The people of Rochester viewed school reform "as an event, not a process—and they wonder why it's not done yet."

It is not done yet, but neither is it over. The negotiations over the teachers' contract laid the groundwork for change by creating a general acknowledgment that the schools needed to change. No one in Rochester denies that now.

As a result, the Rochester experiment is now being bolstered by two new sources of support. The first is a group called the National Alliance for Restructuring Education,

Business comes to the classroom: A Kodak employee helps public school students develop computer skills and proficiency in science and math.

Photograph courtesy of Eastman Kodak Company

20

directed by Tucker and David Hornbeck, the architect of Kentucky's statewide school restructuring plan. The alliance is a coalition of five states—Arkansas, Kentucky, Vermont, New York and Washington—and four cities—Pittsburgh, Rochester, San Diego and White Plains. Educators from those states and cities are working with nationally recognized experts on all aspects of education reform—from assessment to technology to social and health supports. By 1995, the alliance plans to have 243 redesigned schools in seven states to serve not simply as models for replication but rather as models for the process of redesigning schools.

New Thinking About:
TESTING

As the idea of accountability in education gains support, it raises the question of whether there should be a system of "benchmarking"—in other words, national standards for education and national testing.

Dr. Lauren Resnick, one of the leading researchers in the field, points out that most tests now evaluate students' ability to absorb "lots of little bits of knowledge that don't hang together coherently." And she says the way test scores are reported doesn't tell what students have learned, but rather how they fared relative to other students.

The system that Resnick and other educators now envision would set national standards for what children ought to know at certain ages and would reward them by giving them opportunities for further education or jobs with advancement potential when they achieve those standards.

There are a number of efforts under way to reach that goal. The National Council on Education Standards and Testing, an organization created by Congress, has recommended voluntary national standards and tests. Nationally recognized groups are devising standards in a number of subject areas, including mathematics, arts, geography and science. And Resnick and researchers at the University of Pittsburgh are working on behalf of 17 states and six school districts—accounting for about 45 percent of the students in U.S. public schools—to create a system of national standards and national examinations. The goal is to devise not one test but a set of tests that reflect the standards set by individual school systems and can also be compared with one another.

But the second source of support comes from Rochester itself.

Rochester has an enlightened and well-managed business community that includes such high-tech companies as Eastman Kodak Co. and Xerox Corp. And Tucker, who argues that the changes needed in the schools are the same changes that the best American corporations have been undergoing over the past decade, has aggressively sought help from Rochester's business community.

The business community was ready. Dorothy Luebke, director of Kodak's education initiative, says high-tech firms like Kodak are facing a work force in the next century whose new entrants will be predominantly women, minorities and immigrants—many with only minimal proficiency in math and science—for high-skills, technology-driven jobs. "While there is a lot of concern these days about people without jobs, we could have the reverse problem," says Luebke. "We could have jobs without people."

Luebke says that ignoring the schools and simply retraining workers is not an option. "Retrofitting" is too expensive, and if the schools don't turn out better workers, Kodak won't be able to use products made by suppliers and subcontractors. "Unless all technical firms can meet their needs, we're not going to survive collectively," says Luebke.

Kodak's involvement began in the mid-1980s with a tiny, narrowly focused program. Mutiu Fugbayi, a Kodak chemist, rounded up some colleagues to volunteer in the schools, helping local students with math and science; soon the program had 50 volunteers. Two years ago, Kodak invited Fugbayi to abandon his chemistry lab and expand the program company-wide. Today, he has 800 volunteers in Rochester, a staff of six, a new program at the Kodak plant in Kingsport, Tennessee, and a commitment from Kodak to spend $4.5 million over the next 10 years. The program, called Kodak's 21st Century Learning Challenge, is considered a model of corporate involvement.

The core component of the Learning Challenge is a program similar to the one Fugbayi started. Kodak divisions in Rochester and at other Kodak sites across the country are paired off with specific schools. In Rochester, for example, there were two partnerships nine months ago; now there are a dozen. Next, in order to reach even more classrooms, Kodak expanded its efforts by establishing training institutes for math and science teachers.

The school partnerships and the teacher training institutes represent traditional business involvement. With its corporate interest in better math and science students, programs to helping the schools produce better math and science students were predictable. But what Kodak chose to do next was neither traditional nor predictable.

The company began to help the schools change the way they manage themselves—shoring up one of the weaknesses of the school reform effort. Kodak employees who are experts at Kodak's version of Total Quality Management have joined the site-based planning teams. The schools are enthusiastic. "A year ago," says Fugbayi, "they were requesting math help in the classroom. In the last six to nine months, TQM is what schools are requesting most frequently."

Then Kodak moved into early childhood education. What interest does a high-tech company have in preschool children? Simple, says Fugbayi: The lack of New York State funding for pre-kindergarten means that 3,000 young children in Rochester, 70 percent of whom come from families below the poverty level, have no access to preschool. "When they start behind the eight ball," says Fugbayi, "they may never catch up." Kodak has opened two early childhood education centers in Rochester, and is working to create more.

The involvement of Wegmans Food Markets, a large grocery chain based in Rochester, had a similar evolution. Seven years ago, President Danny Wegman responded to a call from the local Urban League for help with the dropout problem. Wegmans already had a scholarship program for the young people who worked in its stores and, monitoring their progress, discovered that they did better in college than peers without the incentive of scholarships and the discipline learned from the work experience. Wegman reasoned that a similar program for disadvantaged students might produce a similar positive effect. He was right.

Seven years later, Wegmans' work-scholarship program has helped hundreds of disadvantaged young people finish high school, and many have gone on to college. Students in the program have a dropout rate of 16 percent, compared with 88 percent for a control group in Rochester.

New Thinking About:
PARENTS

When the CEO of Maryland Bell, Baltimore's local telephone company, spent a day in one of that city's elementary schools recently, he asked the principal afterward what he could do to help the school.

To his surprise, the principal didn't ask for money or new computers. She told him: "What you can do that would help me most would be to help me get parents involved." At her request, he called together Maryland Bell employees whose children attended that school and urged them to find out about what was happening at the school.

If there is a missing element in the current education reform movement, it is direct parent involvement in the learning process. The days when children came from two-parent, English-speaking homes with mothers who didn't work and had time for PTA meetings are over. Increasingly, children come from single-parent homes and their parents may be uneducated and intimidated by the schools.

Ernesto Cortes of the Industrial Areas Foundation, who is one of the preeminent community organizers in the country, says it may not be enough for schools to simply invite those parents to get involved. He believes that churches and other community-based organizations must teach parents what they should expect from schools and what role they can play in their children's education.

There may also be a role for business in this effort. Mutui Fugbayi of Kodak says work may be the common denominator: "Most parents work someplace," he says, "so business may have leverage to get them involved in the schools."

But seven years after he first became involved with the schools, Danny Wegman doesn't think that running a program to help a few hundred students is nearly enough. He knows all the kids in his program by name. He knows the troubles they bring with them when they come to school. And while he knows that the schools cannot possibly compensate for all of those troubles, he believes the schools need some mechanisms to deal with those issues. Wegman now serves on a task force devising a plan to link delivery of health and social services more directly to the schools. The idea is to provide immediate intervention when teachers discover problems, such as abuse or poor nutrition, that prevent children from learning.

Wegman's involvement signals something else about business' role in education reform. Compared with Kodak and Xerox, his grocery chain is anything but high-tech, yet he still has problems finding responsible, hard-working employees able to master the tasks needed to work in his stores. Wegman notes that most businesses face the same dilemma, and suggests that if school systems could create programs to serve as an "entry point" into the schools, most businesses would be willing to help.

That is one of the next things on the agenda in Rochester. Earlier this year, there were two important developments in the evolution of school reform in Rochester. The first was Xerox's decision to contribute major funding to the Wegmans and Kodak programs. Alvaro Martins, vice president for public and urban affairs at Xerox, says it was more important to Xerox to support effective programs than to put the Xerox name on a program. It was more than a symbolic gesture. It signaled the beginning of a move toward ongoing, broad-based business support for education.

The second development was the creation of the Rochester Business Education Alliance, an organization that pulled in 25 more partners—ranging from the Gannett newspaper chain and Bausch & Lomb to the local utilities and small manufacturers—to help with school reform. Its leaders envision a time when there will be no corporate labels on any programs because business support of education will be the norm.

Something that will hurry that day along is happening already. Business has frequently withheld its financial support by arguing that schools are not well managed. Now, however, some businesses are helping the schools learn to manage themselves better.

While Kodak is helping planning teams in the Rochester schools, Xerox is sharing with schools some of the lessons of the decade-long restructuring that won it the U.S. Commerce Department's prestigious Malcolm Baldrige National Quality Award. John Foley, a former Xerox executive who now works for the National Center on Education and the Economy, and Norman Deets, a Xerox-loaned executive, are working in Rochester and across the country.

In size and scope, school systems resemble large businesses with large budgets. But the people who run school systems are most often trained as educators, not as managers. So Foley and Deets are teaching them about strategic planning and more efficient procedures for annual operating plans and budgeting. They are preaching the lessons of total employee involvement, with decentralization of both decision making and problem solving. And they are helping administrators and teachers try those approaches. Foley calls this version of TQM "the cutting edge of common sense."

One simple example involves the use of data to solve problems. Deets tells the story of a Rappahannock County, Virginia, school bus driver who reported persistent disciplinary problems on his school bus. The traditional approach to rowdy behavior would have been to put a monitor on the bus or ban the troublemakers. Instead, parents and school officials took a tip from business and used data to analyze their problem. The driver kept track of the disruptions and discovered that trouble began when more than about 40 children were riding the bus. The school system couldn't afford a new bus, but parents worked out a new routing scheme to keep the number below 40; the trouble stopped.

Foley and Deets have already reached two conclusions: It is best for schools to invite business in, and schools must be candid. Says Foley, "The Rochester schools have not been afraid to expose weaknesses." Superintendent Manuel Rivera has been more than willing to ask for help. He says there is a practical reason, and a political one. The practical reason is that business has resources the schools need. He recently "borrowed" some experts to do user analyses of the school system's antiquated computer system—something the school system had neither the talent nor the money to do. Even more important is the second reason: clout. When Rivera needs to marshal political support for his budget, he often starts by calling Kodak CEO Kay Whitmore. In a company town like Rochester, Whitmore's support can be crucial.

New Thinking About:
TEACHERS

There are a great many questions being asked these days about the role of teachers. How should teachers be trained and certified? How should they be evaluated and rewarded? And how should their role be changed?

On the first question, there already is a movement toward "decertification." In New Jersey and a number of other states, for instance, people who are experts in certain fields, such as math and science, are being offered teaching jobs even though they have no formal teacher training.

The idea, says Marc Tucker of the National Center on Education and the Economy, could go much further. Tucker, author of the 1986 report *A Nation Prepared: Teachers for the 21st Century*, urges deregulation of teacher training and new procedures for licensure. A better way to choose teachers may be to require them to demonstrate competence in classrooms and laboratories. That would open teacher training to any organization—including school districts—that wanted to enter the field.

At present, the state of Connecticut and the National Board for Professional Teaching Standards are developing a national model that would use competence as the criteria for teacher certification. It includes a continuum of certification, classroom assessments of teachers and rewards for innovative teaching.

The questions about teacher pay and the role of teachers are related. Teachers are poorly paid and have little autonomy to exercise professional discretion. As education reform puts new burdens on teachers to assume more authority, most experts expect their pay to increase along with responsibility.

Business' political involvement is equally—and increasingly—important at the state level. As Rochester's reform progresses, Wegman and Kodak's Luebke find themselves making frequent pilgrimages to Albany to lobby for changes in state education policy.

Hornbeck, whose Kentucky plan is considered a model for education reform at the state level, says these state-level changes are crucial. Without them, he says, many of the changes envisioned at the local level will not be possible. At the local level, he explains, comprehensive school reform requires elimination of some laws and regulations, changes in the relationships between health and social service agencies, and a different accountability structure. Says Hornbeck, "You can't do all of that on a statewide basis without a comprehensive legislative initiative."

The driving force for most of the state initiatives across the country is business. The Business Roundtable has a 10-year education initiative to propose an education reform plan modeled on the Kentucky reforms to every state legislature. And the nine-point policy agenda of that initiative (*see page 24*) has been endorsed by about a dozen national business groups, called the Business Coalition for Education Reform.

The Business Roundtable is leading the effort in nearly two dozen states, where corporate leaders are working to get adaptations of the nine-point agenda passed. This year, Massachusetts and Arizona considered such plans, and although neither has been adopted, the coalitions in both states will try again. There is more hope for Ohio's plan, which has strong support from the governor, legislative leaders and an activist business community that includes TRW, Goodyear and Procter & Gamble.

A plan in Connecticut was derailed by budget problems last year, but is moving ahead with the leadership of Union Carbide. Efforts are also under way in Kansas, New Jersey, Pennsylvania, Missouri, Montana and Maine.

And in Washington State, where outgoing Governor Booth Gardner is a strong supporter of education reform, the business community, under the leadership of Boeing, already has commitments from the candidates who would succeed him. Kentucky business leaders were instrumental in protecting that state's restructuring plan in the last election. Christopher Cross, who is directing the Business Roundtable's effort, points out that business not only agreed to pay more taxes for reform, but that three companies—United Parcel Service, Humana and Ashland Oil—chipped in $1.5 million last year for a public-relations effort to remind voters that the reform was worth paying for. It never became a campaign issue.

There is one question that looms over this whole evolving business-school relationship.

It is whether schools can—or should be expected to—carry out an agenda to produce workers who meet business' specifications. A conversation about the responsibilities of each party in this endeavor is just beginning.

Alvaro Martins of Xerox thinks it is long overdue: "I don't know if we've ever sent a list of specifics to the school system as to what kind of a person we'd like to come into our office. I don't know if colleges and universities and schools of education have received specifications, either."

Marc Tucker wants to see what he calls "school-leaving standards" agreed to by schools and businesses, and rewarded by business with preference in hiring and higher pay. In Rochester, Kodak CEO Whitmore has made such a commitment, pledging that once such standards are agreed upon in Rochester, Kodak will hire high school graduates who meet them.

Now, the Rochester community is trying to define those standards. Dorothy Pecoraro, the former principal of Rochester's Edison Technical High School, is in charge of the project. She began by taking a sabbatical from education and going to work for some local Rochester employers. In six months, she tried out jobs ranging from ticket taking and baggage handling at USAir to servicing vending machines and working for a graphic arts designer. Pecoraro quickly discovered that high school curriculums are not keeping pace with the real world. While high school students learn to write business letters, they don't learn technical writing. She discovered that it takes electromechanical skills to service a vending machine and computer skills to operate a telephone switchboard. And in interviews with 219 local businesses, Pecoraro found that companies want workers with interpersonal skills. "There are no assembly-line jobs where people only work with widgets anymore."

New Thinking About:
TECHNOLOGY

The traditional way of teaching—simply defined—involves the transfer of facts from an active teacher to a passive learner. As computers become more common in American classrooms, that pattern may change. Used well, computer learning is interactive, allowing students to learn by making choices and getting feedback on those choices.

One of the most ambitious experiments in computer learning is Apple Computer's Apple Classrooms of Tomorrow program. David Dwyer, its director, says the extensive use of computers has produced unexpected outcomes. In the beginning, his researchers expected computers to help with individualized learning and provide opportunities for drill and practice. But after the usual childish fascination with fonts and graphics subsided, says Dwyer, the students began to absorb information differently. They began to experiment with related technologies—printers, scanners, laser disc players, camcorders and VCRs. Students took information in the different formats and reorganized it, played with it and saw different relationships among facts and events. The students' interest prompted teachers to look for more interactive ways to use media.

This kind of teaching and learning is in its very early stages, and Dwyer cautions that teachers must be trained to use computers appropriately and effectively. He suggests that the move to technology in the schools is inevitable because it is happening in the workplace: "If we allow kids to go through schools without learning to think with and use computers to solve problems, they will be disadvantaged."

Over the next few years, Pecoraro will work with the newly created Rochester Business and Education Alliance to forge an agreement on school-leaving standards. The project has the potential to be politically touchy because it raises the possibility that businesses will dictate standards to the schools. At this point, however, no one in Rochester is very worried about that.

Tom Gillett, vice president of the local teachers' union, might be expected to criticize the idea. He doesn't. Gillett says that for too long, there hasn't been any articulation of standards by anyone. And while he suggests that some of the early proposals place "too much emphasis on producing an employee for Kodak," he thinks it's only fair for businesses to make demands. "Given the product that's coming out of the schools now, how can you challenge that?" Adds Tucker: "I don't want to see schools limited to the preparation of people for work, but I would like to see the legitimacy of that role raised alongside other, better established goals."

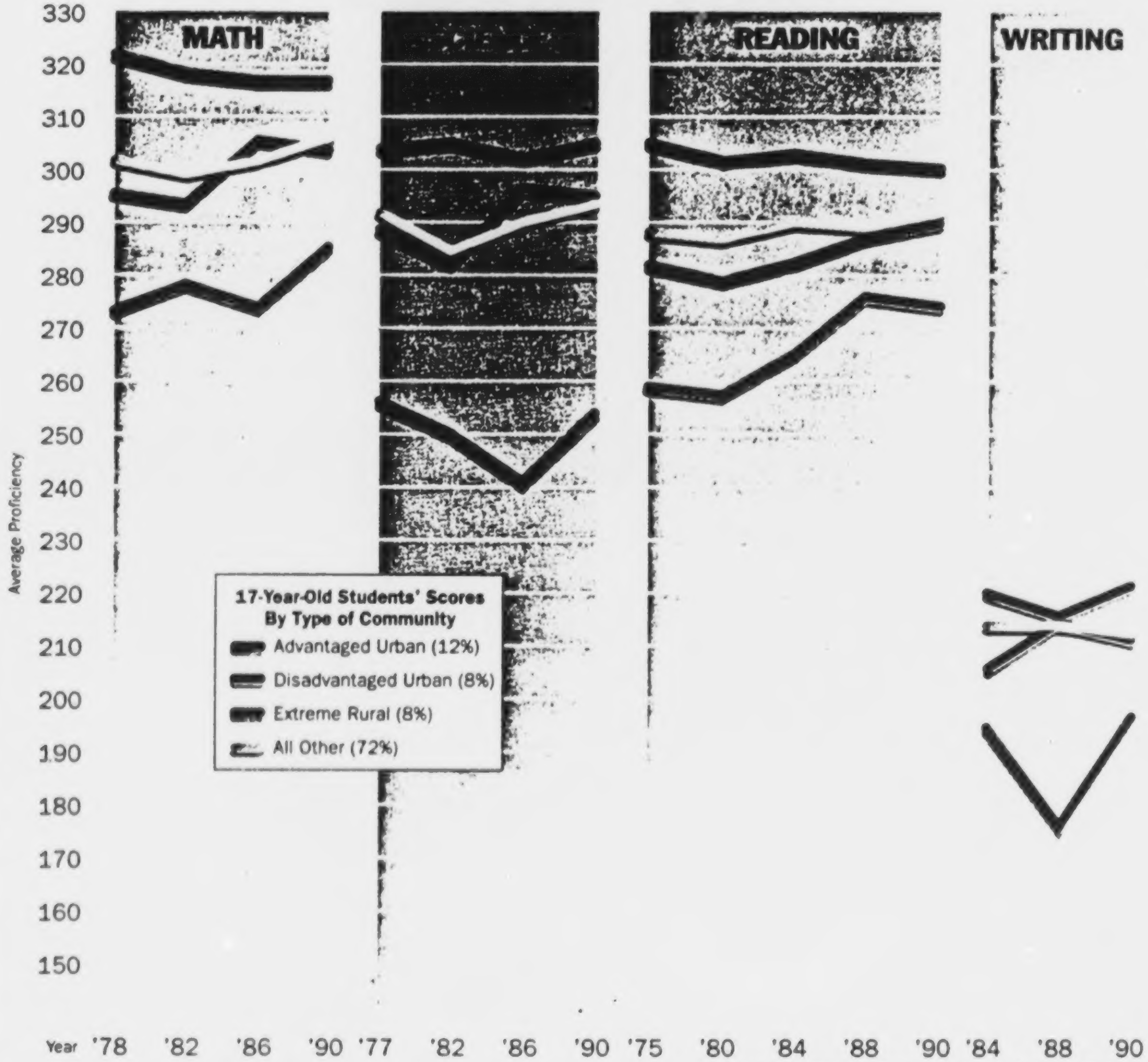
Tucker and former U.S. Labor Secretary Ray Marshall have written a new book called *Thinking for a Living: Education and the Wealth of Nations*, in which they highlight the mismatch between the workers the schools now produce and the needs of the U.S. economy. The book urges a national strategy to link education with economic policy. And Tucker suggests that if the schools could be changed so that teachers "assumed that it was an important part of their role to prepare kids for work, that would be a legacy."

As for Gillett, he sees positive changes already as a result of business' interest in the schools. With Kodak and Xerox making a case for staff development, he says, the school board is paying more attention. He is also pleased that the business community seems prepared to take the long view. "It's very helpful for business leaders to say that even if you do it as fast as you can, this may take years." And finally, he is heartened because the business community's involvement begins to restore something teachers have long felt was missing—a sense of community responsibility for education.

In Rochester, the change is just beginning to take hold. "As far along as Rochester is compared with other communities," says Gillett, "we have barely scratched the surface. If there is 100 percent to be done, we're around 10 to 12 percent." Wegman agrees: "I think that we're moving now, but the resolve of the business community and its leaders is going to be tested. We have a long way to go."

And Kodak's Fugbayi points out that there is no end in sight. "What we want to institutionalize is not schools that run well, but community ownership of schools. If we just fix the schools and go back to business, it will never work. Twenty years from now, the schools won't work anymore. I don't think that business should ever get out of the business of schools."

GRADING THE STUDENTS



Source: *Trends in Academic Progress*, National Center for Education Statistics

GRADING THE STATES

Rank	State	Grade	SAT	Math	Rank	State	Grade	SAT	Math	Rank	State	Grade	SAT	Math	Rank	State	Grade	SAT	Math
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2	Minn.	5	6	4	15	Vt.	15	18	–	28	Va.	38	25	13	41	Ky.	49	28	28
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
4	Kan.	13	4	–	17	Wyo.	4	32	10	30	Hawaii	11	35	27	43	Texas	39	45	25
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
6	Wash.	2	16	–	19	Md.	18	15	16	32	Ind.	26	42	15	45	N.C.	41	46	32
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
8	Ore.	7	9	8	21	Del.	19	22	19	34	Ohio	28	33	20	47	Ark.	47	44	31
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
10	Wis.	17	11	5	23	Nev.	6	41	–	36	Mich.	31	39	17	49	Ala.	50	43	33
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
12	Conn.	21	8	6	25	N.Y.	34	20	18	38	N.M.	37	23	29					
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]					

The table provides state rankings based on three education indicators: (1) the percentage of adults who have finished high school, (2) Scholastic Aptitude Test scores adjusted for the percentage of students taking the test, and (3) scores on a new test of math proficiency taken by eighth-grade students in 34 states.

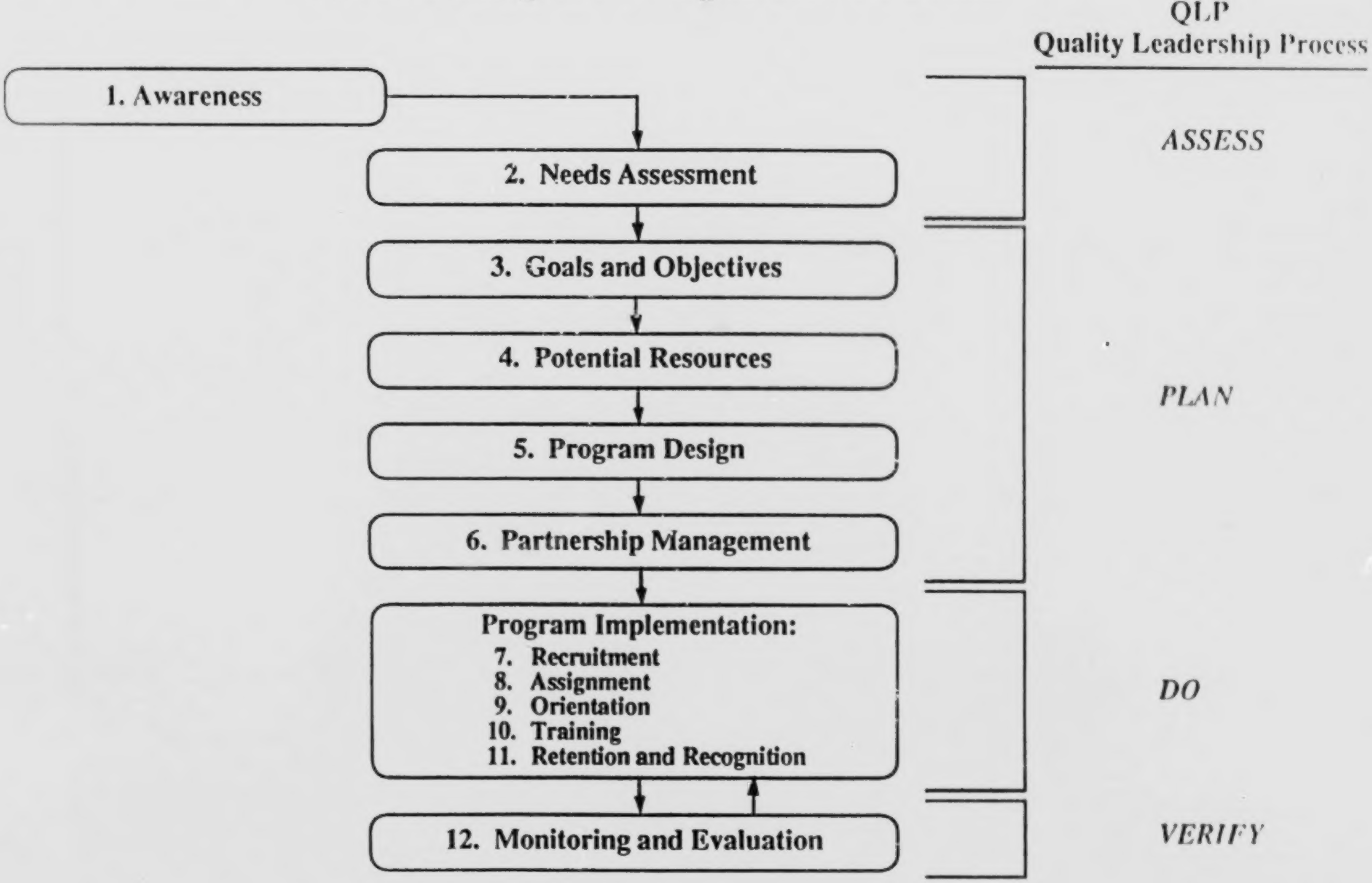
Source: State Policy Reports

Partnership Development Process

No matter which element of a comprehensive partnership you decide to develop, the success of the partnership will, in large part, be dependent upon your ability to create the right environment for growth of the program.

Creating and Managing A School/Business Partnership

Partnership Development Process



QLP
Quality Leadership Process

1. Awareness
2. Needs Assessment
3. Goals and Objectives
4. Potential Resources
5. Program Design
6. Partnership Management

Program Implementation:
7. Recruitment
8. Assignment
9. Orientation
10. Training
11. Retention and Recognition

12. Monitoring and Evaluation

ASSESS

PLAN

DO

VERIFY

Partnership Development Process

Although the Kodak 21st Century Learning Challenge is a well-planned program, one school at a time is the conventional wisdom when it comes to implementing successful partnerships between business and education. While the ground work has been done for your partnership with a specific school, keep in mind that you will have to be flexible and willing to refine what is working or what needs to work better.

As you build a strong partnership between your group of volunteers and the school, it is helpful to think about the following steps that have been identified in successful partnerships:

• AWARENESS

Everyone involved in the partnership needs to know what's going on. Keep people informed. This means not only the volunteers, but the building principal, teachers and parents. In successful partnerships, everyone who should know does. More importantly, people understand that a consensus strategy concerning the partnership is critical, and that they will be part of developing that strategy.

• NEEDS ASSESSMENT

While the overall needs for this program have been clearly identified, again, each school has their own needs. Try to be sensitive to what the teachers, principal and parents want. Our experience has been that volunteers in the classroom are so popular that more teachers want to be involved. Once volunteers are in the classroom, try to sensitize them to discussing student needs with the teacher so that the activities are relevant and the volunteer's time is well-spent.

• GOALS AND OBJECTIVES

The overall goals of the 21st Century Learning Challenge have already been discussed, as have the objectives. Encourage teachers and volunteers to get together to discuss individual classroom objectives and evaluation of student outcomes based on the activities you have presented. For example, if one objective is to get students interested and enthused about science, the teacher may ask them to write an essay about science before the volunteers become active in the classroom. The District is moving toward authentic assessment of actual student work. At the end of the school year, students can be asked again to write about science and their feelings toward the subject. As part of a final end-of-the year activity, all students can read their final essays to the group. Since you will be planning activities that match an existing curriculum, routine tests can also measure whether you are meeting objectives related to student learning outcomes.

BEST COPY AVAILABLE

• POTENTIAL RESOURCES

Assess all the people, materials, equipment and field trip opportunities available to you and your team as you begin the partnership. Meet periodically to discuss additional resources and ideas as they present themselves. Many of the volunteers have been very creative. Try to capitalize on that creativity by borrowing ideas for your own school and setting up opportunities for your school to share ideas internally.

• PROGRAM DESIGN

The design of your individual partnership depends on the education priorities of your school and any specific objectives you identify with the teachers you are working with. For example, if the objective is to improve math scores by .5 grade levels for a fifth grade class, over a period of a year, you will need to design activities that supplement the school's instructional program.

• PARTNERSHIP MANAGEMENT

As a group working within one school, you will need to determine how the partnership will be managed. When will volunteers come into the classroom? How many teachers will be assigned volunteers? How will those teachers work together with volunteers to plan activities?

• PROGRAM IMPLEMENTATION

How do you get started? Implementation transforms relationships and understandings into "hands-on" reality. Partnership implementation includes the following:

Recruitment of individuals to become active in the partnership

Assignment of volunteers to teachers.

Orientation and training of volunteers to take an active role in the classroom.

Retention and recognition have also been referred to as the "art of keeping resources." What recognition and support strategies can you come up with to keep people involved and enthusiastic about the program?

• RECRUITMENT

Volunteers who have been successfully involved in partnerships will attest to feelings of satisfaction with their role. Recruitment in your building can be enhanced by building on volunteer success. If you begin with a small group of volunteers who are feeling positive about the experience, they will help spread the word. Determine how many teachers want to be matched with a volunteer, and then work as a team to recruit other employees to join your effort.

• ASSIGNMENT

Assigning volunteers to teachers is closely linked to recruitment. You will probably work with the building principal or vice principal once teachers and volunteers have expressed a general interest in the program. In some situations you may want to assign volunteers on a rotating basis depending on the types of activities that are planned and the different areas of expertise volunteers have.

• ORIENTATION

Orientation is a process that prepares people for involvement in a new situation. A good program orientation will acquaint all participants with the project and help them understand their role in it. Whether orientation takes the form of a meeting, luncheon, videotape, or handbook, it can help people gain a background and overview of the program. Within a partnership, a number of different groups need to be oriented. At the very least, teachers and volunteers need to be oriented. It may be best to consider a simple procedure for orienting all building staff, for example, morning notices announcing the beginning of the partnership and describing scheduled activities, a bulletin board on the partnership done by students, teachers and volunteers as a class activity, an article in the school newsletter that goes out to community members and parents.

• TRAINING

As a volunteer your own initial training session will be 51/2 hours. There will be opportunities for additional training throughout the year. Our goal is to provide you and your team with specific knowledge, and practical approaches for implementing a successful partnership. As you go through this training, please keep in mind additional elements you think might be helpful for training volunteers in the future.

• RETENTION

Keeping people involved and enthusiastic about their partnership is critical to the overall success of this program both locally and nationally. Remember, the decision to remain in the partnership relates directly to the benefits volunteers, teachers, students and parents feel they are getting. At the end of the year, try to provide evidence that volunteer and teacher involvement is making a positive difference. Retention of volunteers and teachers committed to their partnerships will make your job as coordinator more rewarding. If people are satisfied and enthusiastic, they make excellent public relations representatives for the program, and you can concentrate your efforts on expanding and maintaining a successful program, rather than recruiting a new group of volunteers each year.

• RECOGNITION

Retaining good volunteers is closely linked to recognizing their efforts. Work together with the building principal, parents and teachers to plan end-of-the year activities that recognize the positive contributions of everyone involved in the program.

• EVALUATION

Evaluation is the process of collecting and interpreting data to determine if you are accomplishing your objectives. It is also a helpful tool for identifying strengths and weaknesses of your partnership. Nationally, evaluation has been the weakest link in the partnership movement. An outside elevator will work with us on an overall evaluation design. Helpful qualitative evaluation tools can be a journal kept by both teachers and volunteers and samples of student work.

PARTNERS IN EDUCATION
Helpful Hints for A Successful Partnership

THE PARTNERSHIP PROCESS

When starting or renewing a partnership, it is helpful to remember the twelve-step process:

- **AWARENESS**
- **NEEDS ASSESSMENT**
- **PROGRAM DESIGN**
- **RECRUITMENT**
- **ORIENTATION**
- **TRAINING**
- **ASSIGNMENTS**
- **RETENTION**
- **RECOGNITION**
- **EVALUATION**
- **DEFINING GOALS AND OBJECTIVES**
- **IDENTIFYING POTENTIAL RESOURCES**

TEN CONDITIONS FOR PARTNERSHIP SUCCESS

1. Strong top level support evident to all participants
2. The partnership coordinators have top level access with both partners.
3. Responsibilities are a part of the coodinator's formal job description.
4. Someone within the partner organization regularly attends to the personal needs of the volunteers.
5. The Partnership coordinators develop trust and respect among educators, partner volunteers and decision-makers.
6. The·Partnership coordinators apply four leadership skills:
    - Political sensitivity
    - Public relations
    - Ability to motivate and organize people.
    - Flexibility
7. Ample time and resources are available for planning.
8. Educators affected by the program feel fully involved in decision-making.
9. The benefits of collaboration are apparent to the business community partner.
10. Coordinators who speak the special languages of both partner organizations constantly mediate among different viewpoints and challenges as participants discover and build on mutual gains.

LEADERSHIP CHECKLIST

1. Do we hold regular meetings?
2. Do we have a written agenda for our meetings?
3. Are minutes recorded and read at our meetings?
4. Do we allow adequate time for our meetings?
5. Do we make assignments during meetings?
6. Do we follow through with our assignments?
7. Do all participants at our meetings have an equal opportunity for input?
8. Do we encourage new members of our group to participate?
9. Do we teach and demonstrate correct leadership principles?
10. Do we assume our full responsibility?
11. Do we conduct progress reviews to check our accomplishments?
12. Do we accept responsibility for our failures?
13. Do we make a sincere effort to understand students' needs?
14. Do we recognize and compliment others for their efforts?
15. Do we do adequate advanced planning?
16. Do we delegate responsibilities and authority?
17. Do we set worthwhile goals?
18. Do we actively seek general student opinion?
19. Do we communicate our goals and activities to the student body, parents and school personnel?
20. Do we enjoy our assignments?
21. Do we make necessary changes following evaluation?

ANTICIPATING POTENTIAL PROBLEMS

People rarely talk about partnerships that didn't work, with schools but there are enough examples around to be able to set out some cautions. Partnerships fail because of:

Unrealistic goals: Be sure every one involved understands and agrees on the goals and the plans for meeting them. Difficulties occur when educators, community leaders and business people have different expectations and don't communicate with each other clearly.

Rigid Partnership Guidelines. Be willing to modify the program when it isn't working, even if that means going back to the drawing board and starting over.

Unrealistic Expectations. Remember that change takes time. Guard against expecting quick solutions to the problems.

At the same time, be ready to praise achievements as they occur and encourage people to continue their support.

Partnership Process Bibliography

Asche, Jane, Ed.D., **Handbook for Principals and Teachers: A collaborative Approach for the Effective Involvement of Community and Business Volunteers at the School Site.** (Nape, Alexandria, Virginia, 1989).

Business Roundtable, The, **Business Means Business About Education: A Symposia of the Business Roundtable.** (Companies' Education Partnership, 1989).

Council For Aid To Education (CFAE), **Business and the Schools: A Guide to Effective Programs.** (CFAE, New York, N.Y., 1989).

Doyle, Dennis P, "*Endangered Species: Children of Promise; Is American Education on a Collision Course with the Future?*" (Business Week White Paper, 1989).

Gardner, Arlene L, **School Partnerships: A Handbook for School and Community Leaders.** (Public Responsibility for Educational Success, Rutgers State University of New Jersey, 1990).

Grant, William T., **Foundation Commission On Work, Family and Citizenship.** (Pathways to Success for America's Youth and Young Families, Commission Office, Washington, DC 1988).

McDonald, Meranda, Spinner, Jysak, Tangeman, Walker; Yuan. **A Practical Guide to Creating and Managing a Business/Education Partnership.** (Nape, Alexandria, Virginia, 1989).

By Carolyne S. Blount

Combined Forces:

The Best Of Both Worlds

Cindy Studymine, Manuel Maldonado and Zeke Gross of the Franklin High School Business Magnet/Marine Midland Bank partnership; and Alicia Padilla of the Wegman's Work-Scholarship Connection program, have enjoyed their partnership experiences.

"Every child needs a significant adult in their lives who is going to be there for them, provide a smile, and be a mirror for them in terms of reflecting back that they're an okay person," says Wanda Strother, discussing an area where partnerships between schools and businesses or agencies can be most effective. Coordinator of the CED (Center for Educational Development) "Partnership Program," Strother says this type of relationship provides opportunities where "students get a chance to cross the bridge from education to work and get a chance to see the relationship as to why it's necessary for them to do what they're doing and what it may accomplish for them later on."

The Industrial Management Council (IMC) became involved in encouraging businesses to play a role in effecting meaningful change in the Rochester schools as early as 1976, when IMC and 21 area school districts formed the Rochester Area Career Education Council (RACEC). Focusing on career planning and decision making through a greater spirit of mutual cooperation between education and industry, RACEC components consist of a Summer Teacher-Intern Program, "Career Planning Guide," and courses on occupational, industrial and work environments.

This was followed in 1978 with a proposal to encourage minorities to pursue scientific and technical careers, by establishing PRIS^{2}M (Program in Rochester to Interest Students in Science and Math) which is considered the "grandmother of partnerships." This program includes role models, inside and outside the classroom activities, plus summer employment and college scholarships.

In the mid-1980s, the Urban League of Rochester launched a major educational initiative during its 20th anniversary which resulted in a "Call To Action" report developed in conjunction with the Center for Educational Development. Among items in the report was a call for increased partnerships between schools and businesses.

The Center for Educational Development serves as a broker for business partnerships with schools and also as a clearinghouse matching requests for material resources with donations from businesses.

Since CED initiated the "Partnership Program" during the 1984-85 school year, it has grown to involve over 70 businesses and agencies, and impact more than 11,000 students in the Rochester City School District (RCSD). The partnerships represent a commitment by businesses and community agencies to help students cross that bridge from education to work.

Kay R. Whitmore, president and executive officer of Eastman Kodak Company, refers to the partnerships as a "focused effort to increase the number of employable high school graduates produced by the nation's public schools."

During a speech before the National Forum for Youth at Risk in Washington, DC, Kay Whitmore commented on the efforts in Rochester. "By thinking more like a community, rather than separate bureaucratic entities, the schools, local government, business and other local institutions can build bridges to understanding the problems facing at-risk children...and by tearing a few barriers down, begin to solve them," he said.

The Eastman Kodak Company has an environmental partnership with Benjamin Franklin High School (which originally started at Charlotte), a photo partnership with Edison Technical and Occupational High School, and computer partnerships with Elementary School #22 and Wilson Magnet School. These programs expose students to current state-of-the-art technology.

For example, the Computer Science Club at Wilson Magnet has spawned four student projects on robotics, artificial intelligence, programming, and electronic messaging. Students are provided the opportunity to get personalized attention from Kodak volunteers and a deeper, more focused look at computer applications in industry. A new partnership in the planning stage is the "tech prep" program at Jefferson Middle School which will offer exposure to the types of training repairmen receive on equipment Kodak sells.

Wanda Strother says this type of orientation is invaluable because business moves five to twenty years ahead of education in terms of where it wants to go. "They can change things on a dime and by the time the teacher and the student learns the application, it is obsolete."

Recognizing that business had to play a role in affecting meaningful change, Kodak has supported a broad spectrum of educational programs for many years. And Kodak has been at the forefront of current business efforts to support Rochester schools, including the "Rochester Brainpower" program which supports business/school initiatives dealing with jobs for students, partnerships with schools, marketing of education, staff development, and consulting resources.

Partnership initiatives usually start out with "feel good" kinds of activities and then move to a more comprehensive approach. The most often implemented programs include mentors, career exploration, speakers bureau, consultation services, awards ceremonies, and field trips. Several programs have progressed to include internships, job training, technology programs, "shadowing," and post-secondary opportunity scholarships for students in the paired schools.

Marine Midland Bank/ Franklin Business Magnet Partnership

Wanda Strother cites the partnership between Marine Midland Bank and Franklin High School's Business Magnet Program as one example of this growing relationship. "Magnet schools kind of stick out. They are highly visible and have a specific purpose for being in place. Business people are more willing to help where there is a concentration in a particular subject area," she explains.

Partnerships
89/90
Activities
Staff
- Academy
- Reception
- Mentors
- handbook
- Brochure
- Types/Categories
Comprehensive
Consulting
Workshops
Documentation
Focus areas
Maintenance
Geographical areas
Quarterly Reports
Budget

Wanda Strother, coordinator of the Center for Educational Development's "Partnership Program," says the partnerships between businesses and schools provide students with opportunities to "cross the bridge from education to work."

Young people need work skills that will help them communicate with customers and co-workers and deal with the new technology that is used even in entry level jobs. Similarities between the needs of the banking industry and courses in the business magnet have led to a good match between Marine Midland Bank and Franklin's Business Magnet, she says. The Magnet partnership impacts 150 students.

Partnership initiatives usually start with representatives from the school and industry coming together to determine what is needed and what kinds of things can be worked on and provided. When parameters are defined, then the two entities set up a format and workplan for developing the partnership, including goals, activities, timelines, scheduling and, most of all, how to choose youth who want to participate. "It all depends upon the motivation of the business, and the direction from the top," Strother adds.

One of CED's Board members, Martin F. Birmingham, who is Marine Midland Regional chairman, was interested in a partnership program. CED set up an exploratory meeting with bank officials where Gerald Mousso, Business Magnet School house administrator, outlined what he thought a business partner should or could do for the magnet school. When results of that exploratory meeting were presented to Mr. Birmingham, the go ahead was given to form the partnership.

"Something like this starts at the very top," Mousso recalls. "Key people at Marine were asked to get behind it and they, in turn, identified key members of their staff who had instructions to work with us. I was very impressed with their planning and how they helped us approach this step by step and having everything in place before we started to do anything. Our staff and students have benefitted from this business like approach."

A get-together reception and press conference held in the corporate office of Marine Midland provided an opportunity for the banking staff to meet staff and students from the school. "Our staff met their staff and we exchanged telephone numbers... When you know somebody and can match names with faces, you are not hesitant to approach them," Mousso explains.

Marine began the partnership with classroom presentations by in-school speakers. "We made up a list of speakers and topics that we would like and submitted that to them. Every time a Marine Midland person makes a presentation to share their experience with us, the students and teacher also do an evaluation that is shared with them, providing immediate feedback," Mousso says. "We don't put pressure on people, but everything that we do, we do with a purpose and there is preparation ahead of time and follow-up and evaluation. Everything is done in a business like manner."

A shadow program has been initiated where students go to the bank and spend the day "shadowing" a person's job duties. Marine Midland's partnership now offers part-time and co-op jobs to students of the Business Magnet School. They have also funded field trips to Future Business Leaders of America competitions and conferences; as well as trips to Washington, DC and Toronto, Canada which included cultural and business related things, such as a behind the scenes tour of the hundreds of careers in the hotel industry.

"We have a very restricted magnet budget that does not allow our students to participate fully in the field trips and competition," Mousso explains. "It's an eyeopener when they go out and see the top flight competition, and they come back with different attitudes. Wherever we go, our students really mix in and are well received."

As students began to graduate from high school, the bank has offered some opportunities for scholarships and even permanent employment. The jobs and scholarships are now a very significant part of the partnership, Mousso says. "The

Continued on next page

In the photo at right, Martin Birmingham of Marine Midland Bank presented Franklin High School principal Kay McClendon with a copy of a check representing the bank's financial support to the new Business Magnet Supply Store.

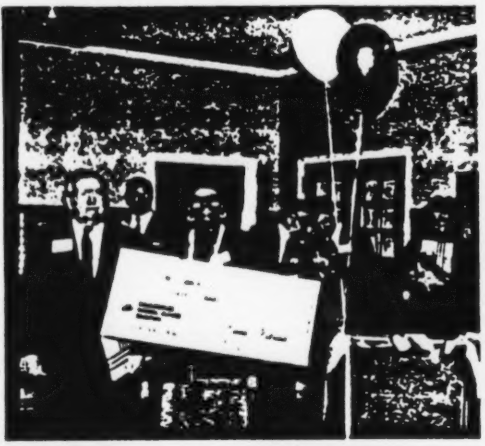
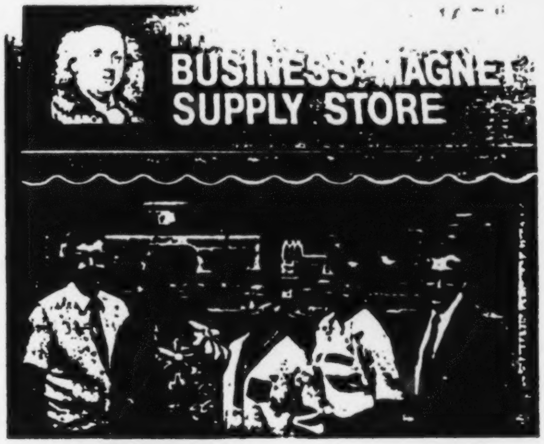


Photo By Steve Krause



ROCHESTER'S HOMEWORK HOTLINE

Photo By Steve Krause

partnership has enriched our program and helped make it more meaningful. It has also been good for the Marine people too, because it has forced them to communicate on the students' level. As they get to know students individually and become aware of the tremendous needs we have, it has helped dispel bad perceptions and opinions of our school."

This school year Marine Midland took another step, as it funded start-up costs and provided supervision for students in the marketing class to help them develop a business plan for the "Franklin Business Magnet Supply Store." John Levesque, marketing teacher, says the students came up with a business plan from "soup to nuts." "Rather than the traditional student-teacher relationship, development of the supply store has been a shared, cooperative effort, where I am learning just as much as the students."

The business plan has included marketing research on prospective buyers and suppliers, financial information, as well as development of an advertising campaign. Levesque also says "The hands-on experience is more interesting to students than just learning marketing principles from textbooks. They get the regular academics plus the experiential approach."

Johana Gonzalez, a student in the marketing class, says the experience has given her a better feel for business. "I want to eventually have my own store. You learn how to treat customers and what kind of supplies you should stock and how to set a price that everyone can be comfortable with. You also have to figure out what type of security you are going to have," she explains.

Melissa Williams is paid for the time she works in the supply store. She had to develop a resume, fill out the appropriate job application forms—including proof of nationality, and social security and tax withholding forms—and go through the interviewing process. Inventory in the supply store includes school supplies, sundries and specialty items such as athletic jackets and class rings.

Zeke Gross adds that it's fun to work in the supply store because it gives him an opportunity to meet students that he can't meet during his regular academic schedule.

Wegmans Food and Pharmacy, Inc./ Rochester City School District Partnership

The Wegmans Food and Pharmacy, Inc. "Work-Scholarship Connection Program" is another example of a unique business partnership with Rochester school students. For a number of years, Wegmans has had an existing scholarship program in place for members of its own workforce, whether teenagers or adults, who are interested in going on to college or some other form of higher education. Employees compete against other employees for company scholarships which sponsor 50 percent of the tuition cost up to $2200, and this is renewable each school year.

The "Work-Scholarship Connection Program" with the Rochester City School District, which was announced January 13, 1987, differs in purpose and intensity. Armed with statistics on the high drop out rates among students when they reach the age of 16, this partnership targets 14 and 15-year-old students who may need special motivation to complete their high school education. In the partnership, Wegmans is committed to:

–"provide students with part-time jobs at Wegmans super-

BEST COPY AVAILABLE

markets,

–"provide students with transportation on weekends to and from work,

–"provide students with pre-employment and follow-up workshops to help them understand the relationship between school and work,

–"provide each student with a mentor at the job site who will guide and support him or her as a new employee, and

–"provide students with a tutor when necessary."

Rather than tapping high achieving or low achieving students who already have support programs in place for them, Wegmans selects its participants from the middle group of students who are doing okay in school, but could fall through the cracks if something isn't put in place for them.

"These are bright, articulate students, but because they are in the middle, no one pays much attention to them. Then if they meet with a struggle, they might give up because there is no one there to work for them. Our main purpose is to support these young people through the successful completion of their high school training," says Allen Johnson, one of the two full-time and two part-time staff members from Wegmans Food and Pharmacy whose services are dedicated to the Work-Scholarship Connection program.

"Our job is to be an *advocate* in every aspect of that young person's life, whether it involves school, peer grouping, medical care, or the work environment... We get the okay from the parents and help the students to various extremes within the good boundaries of the law," Johnson adds.

"Our job is to be an advocate in every aspect of that young person's life, whether it involves school, peer grouping, medical care, or the work environment," says Allen Johnson, director of the staff support unit for the Wegmans Work-Scholarship Connection.

Michael Ford, a 9th grader at East High School, says that combined with his sports and school activities, participation in the Wegmans program has added more self-discipline in his life, in terms of budgeting his time. He also likes the mentoring support: "My (work) mentor is sort of like my friend."

Alicia Padilla, a 10th grader at Edison Technical and Occupational High School, has also found a "big difference be-

Continued on next page

MARINE
MIDLAND
BANK
Let's work it out together.

BENJAMIN
FRANKLIN
HIGH SCHOOL
BUSINESS
MAGNET

Marine Midland Bank
is proud to be partnered
in business and education
with the Business Magnet School at Franklin.

At Marine, we believe an investment in today's youth
is an investment in the future of our industry.

tween the mentors and teachers." She credits the program with opening up her mind to other options and encouraging her to reach for new goals.

Students who successfully complete their high school education and adhere to the program guidelines are eligible to receive a full tuition scholarship (up to $5,000 per year) to enroll in an accredited school of their choice. The first group of graduating seniors will be processed the next school year. The program expects to involve up to 50 students by the end of this school year.

In addition to the job site mentor provided by Wegmans, the Rochester City School District is responsible for providing a school sponsor for each of the participants. The school sponsor is chosen by the student and is expected to keep abreast of the student's progress and serve as a liaison to Wegmans concerning any school needs of the student. By providing positive role models and meaningful work experiences—coupled with the promise of a scholarship—the partnership hopes to provide students with the motivation to stay in school and perform at a higher level.

about...time MAGAZINE
1 yr. $11 ( ) 2 yrs. $20 ( ) 3 yrs. $27 ( )
NAME ____________________
ADDRESS ____________________
CITY ____________________ STATE ZIP
283 Genesee Street / Rochester, NY 14611 / (716) 235-7150

Be a Good Egg.

Call Compeer.

When you volunteer for Compeer, you become a friend to a fragile person. A person who's having therapy and feels alone. Like no one is there. And nobody cares.

When you volunteer for Compeer, you give an hour each week. To bring a fragile person something beautiful. A smile. A short walk. A good talk. A real live friend.

Compeer. 546-8280

This space donated to the Ad Council as a public service of About...Time.

Application packets are sent to the schools which nominate students for the program. Students then go through a screening process where they have responsibilities to fill out work applications and obtain work documents. Once they are interviewed and accepted, they move into the 10-week pre-employment orientation. "Every time a young person comes into the program, we have to customize the school support and work support networks to that student," Johnson says, noting that the primary objective is to have the students and staff feel comfortable with one another.

"Our goal is to look at the program from a wholistic approach." The job is tougher than one faced by the standard business person working with the pressures of profit and accountability, because "you are dealing with people's lives," he explains.

A program of this magnitude "is very expensive to run and very time consuming," Johnson continues. "This is a long-term situation where you don't see a return on your investment immediately." Even for those students who drop out of the program, Johnson believes something from the program will have a positive impact later on. Johnson credits Danny Wegman, president of Wegman's Food and Pharmacy, Inc., and other human resources staff for their commitment to this program.

Michael Ford

Ronald Simmons

JASCO Tools Scholarship Incentive Program

Described as "a localized and modified version" of the program started by New York Industrialist Eugene Lang at a Harlem school, JASCO Tools, Inc. funds a scholarship incentive program aimed at motivating students to stay in school.

JASCO has funded a "Scholarship Incentive Program" through the Rochester Area Foundation, who in turn chose the Urban League of Rochester as the lead agency. The Urban League of Rochester has used funding from business and government agencies to provide a wide range of tutoring, mentoring and parent involvement activities.

When the program was initiated, it targeted six students in their junior year of high school who were maintaining a "C" average, and were identified as having leadership potential and the ability to achieve better grades. Three objectives were cited: to encourage students to complete their high school education, to improve the academic achievements of participating students, and to encourage the students to enroll in a college or post-secondary education program.

The program also provides a "personal development stipend" to be used for any activity chosen by the student to enrich his/her life, an opportunity for after-school employment, and a $6,000 scholarship to the college of his/her choice.

JASCO also covered the cost for five of the students to go on the Black College Tour conducted by the Office of Black Ministries of the Catholic Diocese of Rochester. And the company also financed the educational tour of Senegal and Gambia in West Africa for the other student.

Barbara Franklin, Urban League coordinator, says the first meetings with the students were used to help prioritize goals, develop study skills, do value clarification, and build self-discipline and self-esteem. All of the students had career aspirations, so tutoring programs were developed to help them with problem areas.

"They have developed a love for learning. Before this they just wanted to get by, now school is exciting and a challenge," Franklin says. All six students are graduating seniors. Five have been accepted into college and the sixth will enter the U.S. Navy and then go on to college.

For Ronald Simmons, a senior at East High School who plans to attend Edinboro University in Pennsylvania, says JASCO's scholarship incentive was important to him. "With the scholarship, I knew I could go to college, so I changed the way I studied my homework and prepared for my exams." He also worked to package a sports scholarship.

When the time and money is invested, partnership programs have made a difference for young people, as they take a different view of the choices in their lives. Partnerships at the elementary level offer personal attention, new awareness and an opportunity for students to re-affirm themselves in their interaction with another "significant adult." And while the differences in high school are a little harder to measure, students still seem to appreciate the personal attention and the partnerships seem to help generate a curiosity to explore their environment and look at life a little differently.

As businesses participate in these partnerships, the variety and quality of the program elements continues to expand. For example, Gannett Rochester Newspapers has established a high school internship program with the Urban League of Rochester, to help bring promising minority high school students into the newsroom to work and learn—and help them with their college journalism educations. This summer three high school juniors will work as interns in the newsrooms of the *Democrat and Chronicle* and the *Times-Union*, where they will join reporters and photographers on assignments. They will also be eligible for scholarships to St. John Fisher College which have been established by publisher Vince Spezzano.

Adult volunteers for these partnerships experience a good feeling, enhance their own staff development and sometimes earn brownie points at work.

Perhaps, the best reward partnerships offer is the opportunity to put "caring" back into business, as it crosses the boundaries between the educational and business culture. •••

Corporate Support For Education

IMC

The Industrial Management Council of Rochester, N.Y., Inc. has a standing commitment to corporate support for public education through programs sponsored by the business community under the aegis of the IMC and its more than 250 members.

RACEC
Rochester Area Career Education Council

The Rochester Area Career Education Council (RACEC) is an organization founded to bring about a greater spirit of mutual cooperation between education and industry, in the planning, fostering, and developing of career education. Started in 1976, RACEC is cosponsored by 21 area school districts and the Industrial Management Council. Through a variety of programs and publications, RACEC assists educators in attaining a greater awareness of the world of work, particularly as it relates to the Rochester area.

PRIS^{2}M

The Program for Rochester to Interest Students in Science and Math (PRIS^{2}M) has the goal to encourage minorities to pursue scientific and technical careers. Professionals from various companies serve as role models for, and work directly with high school students. The program includes inside and outside the classroom activities, plus summer employment and college scholarships.

ROCHESTER BRAIN POWER

Rochester Brainpower is an outgrowth of a study team of Rochester business executives who identified five areas in which business can be most effective in assisting the Rochester City School District. The five are: jobs for students, partnerships with schools, marketing of education, staff development, and consulting resources. Loaned executives from local businesses have served as directors of the program since its inception. Brainpower is co-sponsored by IMC and the Greater Rochester Metro Chamber of Commerce.

Strong-Love Program: Showing Youngsters "Science in Action"

The Strong-Love Program gives 13-year-old Melanie Smith a chance to explore laboratory technology with mentor Vickie Peters, B.S., M.T. (ASCP), clinical technologist IV, in microbiology.

(Editor's note: For more about Strong mentoring programs, see the "Strong-Lunsford" story on page 2.)

One day a month, Melanie Smith dons a white lab coat and enters Strong Memorial Hospital's Microbiology Laboratory where she examines slides under a microscope or performs other laboratory duties.

But Melanie Smith isn't a laboratory technologist.

She's one of nine Rochester youth taking a "behind-the-scenes" look at the world of science through the Strong-Love Program.

The program teams fifth, sixth, and seventh-grade members of the Church of Love on Brooks Avenue with laboratory technologists, occupational therapists, and other health care professionals throughout Strong Memorial. The one-to two-hour monthly "mentoring" sessions give youngsters a chance to explore health care careers.

"This is an ideal chance for young people to take an in-depth look at the day-to-day work of health care professionals," said Susan J. Powell, director of Strong's Clinical Support Services. "The Strong-Love Program illustrates science in action and provides a realistic look at various health care professions."

The program is facilitated by Friends of Strong Memorial Hospital. The Friends of Strong offices serve as "home base" for the students while they are at the hospital. Melanie Smith's look at laboratory technology is guided by mentor Vickie Peters, B.S., M.T. (ASCP), clinical technologist IV in microbiology.

"When Melanie first started, I gave her an overview of the tasks and responsibilities of laboratory technologists," said Peters. "On subsequent visits, she's become involved in my daily work projects."

Those projects range from setting up controlled organisms in the special antibiotics laboratory to examining new blood cultures.

"It's fun to share my work with Melanie because she has such a strong interest in health care," said Peters. "It's rewarding to see her excitement as we explore different aspects of laboratory technology."

A solid interest in health care is a prerequisite to gaining admission to the program. In addition, students must agree to sustain above average school work and behavior; maintain ties with their mentors; avoid the use of illegal drugs and alcohol; and demonstrate continued interest in the program.

Parents also play important roles in this program. Before a child is enrolled, a parent must agree to provide the child's transportation to and from the hospital, attend mandatory meetings and support the child's interest in the program.

Students must also provide the hospital and church with written reports detailing what they've learned during these sessions.

This combination of "real life" work experience and church support is what makes the Strong-Love Program special.

"The Strong-Love Program is unique because it relies on the church family and Strong health care professionals to encourage and support a child's interest in science," said Bob Babcock, a Rochester City School teacher who developed the Strong-Love Program last summer during an internship he spent at Strong Memorial. "Without this program, these children might never learn how to turn their scientific talents into rewarding careers."

Second Annual Social Work Awards Honor Tobin, Rice, Palumbos, and Schencke

This year's recipients of the Second Annual Social Work Awards are (left to right, standing) Sandra Schencke, BSW, Robert Palumbos, M.S.; (left to right, sitting) Martha Tobin, MSW, ACSW, and Nancy Rice, MSW, ACSW.

Four Strong social workers were honored at the Second Annual Social Work Awards March 22 at Helen Wood Hall.

The recipients were: Robert Palumbos, M.S., Long Term Care Placement Program (Award of Excellence in Program Innovation); Nancy Rice, MSW, ACSW, Emergency Department, Transplant Services, and the AIDS Center (Award of Excellence in Supervision); Sandra Schencke, BSW, Long Term Care Placement Program (Award of Excellence in Leadership); Martha Tobin, MSW, ACSW, Cancer Center (Award of Excellence in Clinical Practice).

"These four social workers were selected from nominations by their peers based on outstanding contributions to the profession, the institution, and the patients or families served by social work," said Susan Saunders, ACSW, director of the Social Work Division, who headed the award selection committee. "These award recipients represent the best of Strong social work. We are proud to have them on our team."

This year's award committee included last year's award recipients: Irene Georgantas, MSW, Elizabeth Bane, BSW, and Mardy Sandler, MSW.

D. Jerome Powell Appointed Director of Information Systems Division at Strong Memorial

D. Jerome Powell was recently appointed director of the Information Systems Division of Strong Memorial.

In this position, Powell directs the 38-member staff that supports the hospital's extensive information systems. These systems, supported by a 300-plus terminal network, include billing, patient registration, medical records, and financial reporting.

"In his new position, Jerry Powell will provide leadership as Strong Memorial implements more advanced information management technology," said Leo P. Brideau, executive director of Strong Memorial. "I am confident that his knowledge, skills, and experience will contribute tremendously to our success."

Powell joined Strong Memorial in 1985 as manager of systems development in the Information Systems Division. He then became project director for the implementation of the Omega Patient Registration and Billing Computer System that supports the administrative, financial, and patient management aspects of daily operations at the hospital. In October, 1990, Powell was appointed acting director of the Information Systems Division.

A graduate of State University of New York at Albany, Powell holds a master of business administration degree from the University of Rochester.

D. Jerome Powell

BEST COPY AVAILABLE

BY ANDREA ATKINS

BIG BUSINESS AND EDUCATION

Will corporate cash aid schools?

Powerful companies are getting behind America's schools.

STEVE BJORKMAN

Each year, more of America's richest companies open their billfolds to education. RJR Nabisco plans to support innovative education ideas with $30 million in grants over the next five years. Another business icon, IBM, has committed $56 million over five years on six different programs. And the Coca-Cola Company has popped for $50 million over the next 10 years to help schools develop programs.

Business as a class act. Has American big business suddenly become America's education angel? Corporate spokespersons say their companies have always been interested in education. But that interest has surged recently. With reports that American students are lagging behind the rest of the world in academic achievement, corporate America is concerned with something more than schooling: the bottom line.

According to Roger Semerad, senior vice president at RJR Nabisco, corporations are spending $40 to $50 billion a year on training employees. About half of that is spent on teaching what already should have been learned in school. "We are very impatient with the noncompetitive results of education in this country," he says, "especially considering that Americans invest so much in it each year."

Without a well-trained work force, American business cannot expect to keep its competitive edge in a complex world marketplace. This crisis in education has led several businesses to beef up their efforts to better our schools.

Making it work. Accorc ing to The National Cente for Education Statistic 83,000 public schools hav formed partnerships wit outside institutions. Bus nesses represent 52 percer of those partnerships.

A business/educatio partnership includes an thing from direct financi aid to donating materials to school volunteer program.

For example, in 198 Rohm and Haas Company, Fortune 200 specialty chem cal manufacturer in Philade phia, started opening i doors to local science teach ers for Project LABS (Learr ing About Basic [illegible]ce Dr. Frederick Owens, th program's director, reports that teachers are paid a $70 stipend to spend a week working side by side with th company's scientists to develop experiments for use in th classroom. After the week is over, all of the experiments ar combined in a quarterly newsletter that Rohm and Has distributes free to local teachers.

The high school, middle school, and elementary teacher benefit because they're outfitted with new ideas and exper ments. The company benefits, according to Owens, becaus "Rohm and Haas needs scientists in the future, and we' concerned that they won't be there."

Jim Beachy, a high school chemistry and physics teach and Project LABS alumnus, gives the program high mark "They're doing everything they can to make science exci

continued on page 3

GETTING THE BEST BUSINESS DEAL FOR YOUR SCHOOL

Most school districts welcome and encourage parent involvement. If you find yourself on an advisory board that's evaluating a particular business/school partnership, look for these qualities:

- **The program is educationally sound. School officials can help you determine whether the students will gain something by participating in the proposed program.**
- **There is more value for the school than for the company. It's no secret that one reason corporations get involved in education projects is the good-guy image they foster. However, you may want to draw the line if the school won't benefit unless hundreds of parents shell out cash for one company's products.**
- **The program includes a long-range plan to replicate or continue it without corporate funding.**
- **Administration of the plan remains in the hands of the school district. The sponsoring company should not take charge of [illegible]g the program.**

BEST COPY AVAILABLE

BUSINESS AND EDUCATION

continued from page 32

ing; and it's working. Kids are really getting interested in science careers."

Not all programs get A's. Although most educators welcome the heightened corporate attention, they want to make sure that the chairperson of the board is not trying to be the chairperson of the schools.

"You do have to watch out for corporations that only want to promote products or make a profit from what they do," says Roxanne Bradshaw, former secretary/treasurer of the National Education Association, the nation's largest teachers' union.

Director Owens, of Rohm and Haas, admits that Project LABS offers his company a chance to promote its own products. But that doesn't seem to bother teachers such as Beachy. "I really didn't sense that Rohm and Haas was promoting Rohm and Haas," insists Beachy.

On the other hand, some programs have left educators questioning a company's true intentions. Janet Farrar, public relations director of the National Association of Partners in Education, recalls several such situations. One involved a partnership that was formed in St. Louis several years ago between a media company and a high school. "The company's motives were questionable," explains Farrar. "They wanted nothing more than publicity. As a result, the partnership faltered and dissolved."

NEA's Bradshaw worries that businesses that pick one school in a district for a special program may have the best of intentions, but may unwittingly hurt other schools in the same district. "If all of the schools are suffering, then the one that is funded will have advantages that the others cannot hope to attain," she says.

For these reasons, the NEA encourages business leaders to listen to school personnel when it comes to designing programs.

"As long as they are willing to defer to educators when it comes to making decisions about instruction, we are more than willing to have them work with us," Bradshaw says, adding that most businesses do understand schools' concerns.

Drawing on business assets. A program in Minneapolis illustrates the kind of partnership Bradshaw is talking about. General Mills has underwritten a three-year, $350,000 grant for the city's Public School Academy.

Preliminary reports indicate that student academic performance at the academy has improved significantly, a fact that pleases Larry Sawyer, director of government relations for General Mills, and an advocate of the Public School Academy program.

"The schools are where our future employees come from, and it's where our employees educate their children," Sawyer says.

Although most educators welcome the heightened corporate attention, they want to make sure that the chairperson of the board is not trying to be the chairperson of the schools.

JoAnn Heryla, PSA principal, says the company has been supportive, and has left educators alone to do their jobs. Although teachers at PSA are aware of General Mills' connection to their program, the school operates as any other public school in the district, and receives most of its funds from the Board of Education.

More than simply money. Connections between business and education involve more than just money, Sawyer says. To be truly effective, businesses must become "engaged" in education. That means joining advisory boards, speaking (and listening) to concerned parents and teachers and creating a vision for improved student academic achievement.

Some companies have already made their priorities on education well-known, inside as well as outside the organization. Kenneth R. Lay, IBM director of educational external programs, says that in addition to money and computers, IBM donates human resources to public education. About 22,000 IBM employees volunteer in kindergarten through 12th-grade school programs each year. So many volunteer, she says, because the company encourages and rewards it.

"There are recognition awards given out every year in our branch office," says Chris Gibson, a marketing representative and volunteer for IBM in Omaha. "That's how serious they are about it." Volunteers such as Gibson are also serious about making a difference with local school kids. "We sit down and talk to them about what it takes to succeed," he explains. "We hope we can get them pumped up."

Parent power. "Once a program is in place, an awful lot of parents want to know, 'What do we do now?' " says Ann Lynch, president of the National PTA. "You need to do something before the fact. If you wait to call the school superintendent after a deal has been cut, it's too late."

To play a role in school/business partnerships, try these suggestions:

- **Stay in touch with local school officials about all areas of education.** Lynch points out that having an ongoing dialogue with your school superintendent or principal lends meaning to the concerns you express about specific education policies.
- **Devise your own ways for business to help schools.** By suggesting a program to a local business, you can control the program's direction and encourage parental involvement.
- **Encourage school officials to set a policy regarding business connections.** The Minneapolis school system employs an administrator whose full-time job involves the coordination of business partnerships. "Business is a very important part of how we see schools delivering services to children," explains city superintendent Robert J. Ferrera. ■

—Andrea Atkins, a former education editor for Better Homes and Gardens® *magazine, is a writer in New York City.*

AASA Leadership News 11/30/89

WOMEN EXECUTIVES' CONFERENCE

Partnership veteran: Sever adoptions; join in matrimony

By Gary Leatherman

Photo by Gary Leatherman

Gail Digate: 'We need partners, investors, shared decision-makers'

Though the "adopt-a-school" concept served education well in the '80s, successful school-business partnerships in the future will be far more sophisticated collaborations, according to Gail Digate, director of the Illinois Math and Science Alliance, who spoke at the AASA- sponsored National Conference of Women School Executives.

"I don't like the adopt-a-school title because it implies an orphan-parent relationship," Digate said. "Schools are not orphans. We aren't children who need supervision. We need partners, investors, shared decision-makers."

Digate said the ideal relationship between business and education should be a marriage, in which each partner respects and needs what the other has to offer. Once the terms of the relationship are established, she said, both partners can identify the problems they are facing and plan long-term strategies to solve them.

"The mechanism for change must be consensus building," she said. "The question is not what each individual wants, but what we can live with together."

The first thing the schools must do is to stop asking for money, Digate said. "If we want to involve businesses in schools, we must make it clear that we need their expertise, their people, their thinking. We have to recognize that business has the same goals we do — they want to make the system better. They want to be involved in the planning, execution, and evaluation of programs, not just financing."

The business agenda for education is not significantly different from that of educators, Digate said. It includes producing graduates who are competent in reading, writing, and mathematics, have well-developed critical thinking skills and who can communicate effectively.

One area where a significant difference needs to be resolved is that of competition vs. cooperation, she said. Business in the '90s will require people who are adept at working cooperatively in groups with members who represent diverse backgrounds.

Schools are still concentrating, for the most part, on individual competition, she said. Manufacturing, science, or any number of other business endeavors are group activities, so schools need to prepare students to function in that mode, she said.

In a recent report in *Fortune* magazine, business leaders recognized, as has much of the educational community, that the system needs to be restructured at the regional and local level, that more individual responsibility must be taken for results. Business also recognizes the need for a lower dropout rate, school choice, preschools, better post-high-school training, and recruitment and retraining of good teachers.

The *Fortune* article also noted that businesspeople are recognizing that they have a responsibility to inspire students to get an education. "This is a significant change in attitude," Digate said. "Business is abandoning the parental, critical, pejorative role it has often assumed in the past, and assuming a helping, mentoring, supportive attitude."

Digate said that to further progress already made, schools and businesses must open lines of communication and let one another know that their goals are the same. "Collaboration is simply a strategy for building a relationship," she said.

She said the development of a collaboration will go through stages of initial hostility and skepticism, lack of trust and communications breakdowns. Eventually a truce and acceptance will come.

~~Digate warned that collaboration must be built on a mutually accepted long-term vision and not pieced together on a project-by-project basis.~~ If that is not the case, she said, the relationship will founder after the initial success.

A collaboration will go through a period of regression, after the parties get to know each other better — much like a marriage. Weathering those squalls, rebuilding the relationship, and continuing with a deeper level of understanding is essential if the collaboration is to have the long-term effect on education that both parties want, she said.

BEST COPY AVAILABLE

Role of the Volunteer

I like the volunteers because they help us with science. They taught us that the sun does not move. They taught us about classification. The thing I liked the most was when we hatched quail eggs.

Scott Terry
Ms. Harris' 2nd grade class # 2 School

Having the Kodak volunteers in our class to help us with our science has been great. We have learned about many interesting things—dinosaurs, plants, and sundials to name a few.

Justin Blair
Ms. Harris' 2nd grade class # 2 School

I like having the volunteers come in. They are like friends that teach us science. Sometimes I wish they stayed all day long.

Stacy Royal
Ms. Harris' 2nd grade class # 2 School

Qualities of Good School Volunteers

- Cooperation, dependability and positive thinking
- Compatibility with students and their needs
- Confidentiality
- Flexibility, friendliness, patience
- Sense of humor
- Responsible citizenship techniques

from American Association of School Administrators

Specific Roles of the School Volunteer

Tutor: tutoring is the most requested form of assistance

- academic support
- self esteem building
- motivation/values exploration

Mentor: opportunity to build a personal relationship

- sharing one's interests, hobbies, family life
- job shadowing
- sharing social, cultural, sports activities
- serving as advocate, friend, confidante

Classroom presenter/teacher: opportunity to work with whole group

- haring specific expertise
- motivating students in specialized area
- acting as role model, disciplinarian, friend, helper

Appropriate Roles for Volunteer

I. CHALLENGER

Encourages students to set goals and plan how to reach them.

Provides impetus for students to do well and try new things on their own.

Gives honest feedback to students who display socially inappropriate behaviors or attitudes.

Engages students in increasingly complex activities.

II. SUPPORTER

Conveys warmth and caring about studentss as people. Gives support to students' efforts.

Listens to studentss' ideas and concerns. Expresses belief in students' abilities and innate worth.

III. COMPANION

Shares interests and experiences with students, especially in vocational and avocational areas.

Spends time talking one-to-one with students. Enjoys participating in a variety of activities with students.

IV. TEACHER

Helps students to acquire knowledge, information, or skills. Shows students how to do new things.

Participates with students in learning new things.

V. RESOURCE PERSON

Provides opportunities to try new things. Introduces students to new people, places, interests and ideas. Encourages students to approach other people as resources. Suggests new sources of information.

VI. ROLE MODEL

Displays qualities/values that the students desired for himself/herself.

Is a person that the students admires or wants to be like.

LIMITATIONS ON MENTORS ROLES

I. CHALLENGER

It is important to remember that growth is in small increments. Be aware of the possibility of overly high expectations.

Honest feedback can be given in a tactful and helpful way even when it is not of a supportive nature.

II. SUPPORTER

Although support is always appropriate, one should not fear giving non-supportive feedback for socially inappropriate behaviors or attitudes.

III. COMPANION

It is strongly recommended that you do not overdo your involvement with any single child. When you have to cut back later the child will feel rejected.

Be sure to consider the child's interests in planning activities. Allow the child to participate in the planning to a degree that age and ability dictate.

IV. TEACHER

Keep in mind the need for children to learn things gradually, one small step at a time.

V. RESOURCE PERSON

It is perfectly all right to say "I don't know. Why don't we find out together?" or "I don't know, but I can try to find out and let you know next week."

Avoid trying to do the students' learning for them. It is better to assist them to learn to solve problems on their own. Keep in mind that if you buy a man a fish, you have fed him for a day; but if you teach a man to fish, you have fed him for a lifetime.

VI. ROLE MODEL

A role model, to be effective, must be absolutely real. Avoid attempting to play a role with students. Be yourself. If you have passed the screening process, and have good values you are adequate just as you are.

THE ROLE OF A VOLUNTEER

Volunteer roles generally fall into two categories:

1. helping students achieve educational or career goals enhancing students;
2. helping students build self-confidence and self-awareness.

It is common to hear the volunteer described as:

- teacher
- trainer
- positive role model
- sponsor
- advocate

and, of course...*FRIEND*

Any and all of the following are important activities for volunteers in the lives of students:

ACADEMIC SUPPORT

Keeping young people in school; helping them do well in school and eventually graduate from high school; evaluating educational choices; directing them to resources.

ROLE MODELING

Pointing out, demonstrating and explaining actions and values that offer the best chances for success and happiness; helping students see and strive for broader horizons and possibilities than they may see in their present environments.

ATTENTION AND CONCERN

Many students do not receive enough from the adults in their lives. Volunteers can fill in these empty spaces with dependable, sincere and consistent attention and concern.

ACCOUNTABILITY

A commitment made to a student for a meeting, activity or any kind of appointment should be a volunteer's first priority, barring emergencies.

LISTENING

The other adults in the young person's life may not have the time, interest or ability to listen. Volunteers can encourage young people to talk about their fears, dreams and concerns.

Remember: A volunteer may be the ONLY adult in a student's life who really listens.

Working with Groups of Children

Children must be encouraged to take responsibility for their own learning and have the skills to collaborate with each other. The classroom should be a place where there is:

- emphasis on group performance
- learning how to seek and accept criticism from peers
- learning to articulate own needs and those of others
- opportunity to discover mutually beneficial outcomes
- no separation of fast and slow learners
- class unity and cooperation

WHAT VOLUNTEERS ARE NOT

There is no expectation that volunteer participants in volunteering programs will take on the role of parent, professional counselor or social worker. But some of their traits will also be part of the volunteer's role: listening, nurturing, supporting.

Through the volunteers sustained caring, interest, and acceptance, students may begin to think of themselves as worthy of this attention. They may apply this new, stronger sense of self-confidence to other relationships and experiences.

Volunteering is not a panacea for all the problems and deficiencies facing the students and their families. The essence of volunteering is the sustained human relationship. Volunteering programs can enhance the efficacy of the volunteering relationship with support activities and opportunities for the development social skills of the students through group activities.

VOLUNTEERNG ROLES AND GOALS

Although each institution's group of volunteers may come to an understanding of the role of volunteer that differs from that of other institution, we believe that there are some basics on which we all can and should agree.

* **ACADEMIC SUPPORT**

The primary goal is to keep our children in school and help them to graduate from high school, the first role of the volunteer must be that of academic support. Whatever other activities and projects you pursue with your student, the first and foremost activity and goal is academic support.

* **SELF-ESTEEM AND SELF-CONFIDENCE**

Instilling self-esteem is one of the goals expressed in the name of our project. As a volunteer, it will be one of your goals to see that the sorts of activities you undertake with your student, and the way in which you both undertake them, will work to build the self- esteem and self-confidence of your student.

* **ROLE MODELING**

Raising ambitions is another goal to be expressed. We understand role modeling, not as pointing out our own accomplishments or those of others for the children to use as role models. Rather, role modeling is pointing out to our students the kinds of actions, disciplines, and values that make for success and happiness in life, and helping them to see and strive for wider horizons and possibilities for their lives than they may see in their households or neighborhoods.

* **ATTENTION AND CONCERN**

Some of the children may suffer from a lack of attention and concern from the adults in their lives. They will look to us, their volunteers, for the dependable and objective attention and concern that most adolescents find difficult to obtain at home and at school.

* **ACCOUNTABILITY**

The very attention and concern which our students need must also be offered consistently. As volunteers, we need to be accountable to our students for the help that we promise. This means that, when we make a commitment to meet our student for an activity or any kind of appointment, it should be our first priority, barring any emergency. Consistent accountability will cement trust between the volunteer and student. Lack of accountability probably mean the end of a good volunteering relationship.

COMMUNICATION TIPS

Talking and communicating are not the same! You probably learned to talk when you were one or two; most people don't ever really learn to communicate. Now is your chance. There are three basic skills: ***listening, looking, leveling.***

LISTENING

Listening does not have to be passive—it can be as active as talking if you do it right.

To listen effectively:

Pay attention.

Don't think ahead to what you are going to say.

Don't interrupt.

Listen for feelings underneath the words.

Keep an open mind.

Don't judge immediately.

Encourage the speaker to continue or clarify what has been said.

LOOKING

People communicate with verbal and body language. Pay attention to the whole person. Take note of facial gestures (smiles, frowns, forehead wrinkled), body movements (crossed arms, foot tapping, wringing hands, looking at watch). These are clues that will help you fully understand where the other person is coming from.

Tips include:

Make eye contact (keep in mind cultural differences).

Show that you are listening by leaning forward in your chair (if sitting) and saying, "Uh huh" or "Go on."

Check out what you are understanding—repeat what you have heard; ask if you are correct.

LEVELING

Leveling means being honest about what you are feeling or thinking.

Tips include:

Be honest in what you say.

Speak for yourself. Use "I" statements instead of "you" statements.

Deal with the other person's real feelings.

Don't give unwanted advice or try to change their feelings.

Listen and try to understand.

ROADBLOCKS TO COMMUNICATION

Ignoring (no responding at all)

Name-calling or put-down.

Comparing ("Why can't you be more like...")

Advising ("If I were you...")

Oughting and shoulding ("You ought to know better.")

Speaking for someone else ("Oh, she doesn't mind.")

Saying "you" when you mean "I" ("You shouldn't do that." when you mean "I want to stop that.")

POOR AND GOOD LISTENING HABITS

POOR LISTENING HABITS	GOOD LISTENING HABITS
Closing your mind by calling the message "uninteresting."	Opening your mind to see if there's anything in the message you can benefit from.
Putting down the speaker—the way he/she speaks, dresses, gestures, etc.	Getting the speaker's message which is more important that his/her delivery or dress.
Planning what you'll say when it' your "turn" to speak—your judgment.	"Hearing the speaker out" and delaying judgment.
Listening for facts only.	Listening for facts, concepts, main ideas, and feelings.
Trying to outline everything the speaker says.	Listening a few minutes to determine the speaker's organization.
Faking attention to the speaker.	Spending energy listening, instead of pretending to listen.
Creating or toleratingdistractions.	Creating a positive listening environment—asking the speaker to talk louder, close a door, etc.
Avoiding listening to difficult material.	Practicing listening by trying to understand difficult material.
Letting a reaction to words by the speaker inhibit your listening.	Identifying words that might cause a negative reaction, and doing something about it.

Innovative Approaches at Clara Barton School #2

by Clara Barton #2 School Staff

At Clara Barton School #2, we are very proud of our whole school program. We believe in an exemplary basic program supplemented and complemented by programs in science, recreation, foreign language, remediation, and medical technology. The following are some of the programs that enrich our students' school life.

Adopt-a-School Program

In 1984, the Rochester chapter of the National Organization of Black Chemists and Chemical Engineers (NOBCChE) began a partnership with our school in science and computer literacy. These programs are a cooperative effort between professionals and technicians from Eastman Kodak Company and Xerox Corporation and our teachers. Our hope is to encourage our students toward future careers in the scientific and technical fields, and to sensitize the students and their parents to the excitement of scientific and technical vocations.

This year, three students from Clara Barton School #2 were chosen to attend the U.S. Space Camp program in Huntsville, Alabama. The children attended the camp in February. This experience was sponsored by the Rochester chapter of NOBCChE. Students *Karl Silas* (fourth grade), *Tyliesha Nelson* (fifth grade), and *Marke Shelton* (sixth grade) were chosen to take part. These students were chosen because of their keen aptitudes and interests in the field of science.

The participants learned many of the same things that space shuttle astronauts do when they train for a mission. Among the activities were simulations of weightlessness in space and gravitational forces upon the body (commonly known as g-forces). The students learned about many of the experiments that are performed in space and how the outcomes of these experiments will eventually affect the way we live on earth. The Space Camp experience is something these students will always remember, and it may even encourage them to one day become real astronauts.

NOBCChE Volunteers Give Their Perspective

As a volunteer for the *Adopt-a-School* program sponsored through NOBCChE, I have just begun fulfilling a lifetime goal: to be a positive role model and to ultimately inspire young minds to achieve their highest aspirations in education.

I am currently part of a team that teaches hands-on science to a second-grade class at School #2. Initially, I didn't know what to expect from these second graders, but I have been impressed again and again by their thirst for scientific knowledge as it relates to the world around them. In our teaching method, we supplement existing curriculum with high expectations for the students. We have been successful in this approach. My thought is, if these kids can say and understand dinosaur names, then why not hypothesis, scientific method, procedure, conclusions, etc.?

My most important contribution is as a Hispanic role model to these children of diverse ethnic backgrounds. My visibility demonstrates that minorities can achieve higher education and professional careers. This is a significant lesson for minority and non-minority children alike.

—Diana G. Prichard

Growing up in rural America, I had many role models to emulate. Practically everyone seemed to like me and believe in my ability to think, learn, and do multiple tasks, ranging from the simple to the very complex. I feel that the confidence and inner strength these experiences gave me is something I can give back to city school students.

Having people believe in you and like you for who you are helps you grow into someone who is admired in adulthood, someone who can make a difference, someone who is a survivor. Today, we need survivors, thinkers, people who have confidence in their abilities; we need people who believe in themselves.

I feel very strongly that the development of young children, especially city school children, is enhanced by positive role models. These children are the people we will share our world with tomorrow as adults. They are the generation from which new leaders will come. These children will be the role models for future generations.

This is why I feel driven to assist them in any way I can to become educated, confident, positive, self-motivated, loving and caring individuals. This is what I try to do as part of #2 School's *Adopt-a-School* program.

—Elizabeth Lucas

Employee volunteers from Eastman Kodak Company work with students from Clara Barton School #2.

More about Clara Barton School #2...

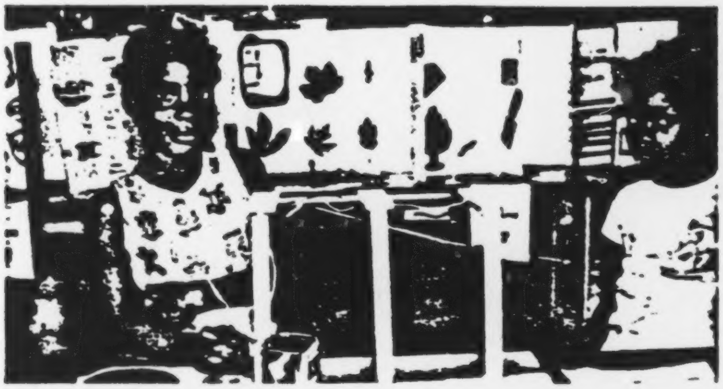
Science, Computers, and Technology

Students participating in the Computers, Science and Technology lab have the unique experience of combining computer skills with hands-on science projects. Students observe, measure, make rubber eggs and bones, conduct electrical experiments, and test the properties of gases. They learn to use word processing and databases on computers to write reports and analyze data.

During the school year, many students participate in an Invention Convention, as well as our annual Science Fair. Over three hundred students entered science-related projects at our last fair.

Academy of Learning

Several years ago, the faculty at our school developed a program for students who needed to strengthen their reading and/or math skills. Identified students participate in a before-school program of reading or math instruction. The participants come to school at 8:00 a.m. and work in small groups with one or two of our professional staff.



Foreign Language

All students in the enrichment classes at School #2 are involved in foreign language study. Primary students receive instruction two days a week in small-group settings. Intermediate students receive instruction three days a week, also in small-group settings. The program is designed with the needs and competencies of the elementary school student in mind. Hands-on activities are frequently used, along with physical response techniques, games, and songs. Most work is oral, and students are not required to perform many written tasks. Our program is designed to accommodate students at any level. Cultural awareness is encouraged when students participate in activities including art, music, cooking, and holiday celebrations, in order to develop a feeling for the lifestyles of others.

Highland-Barton Project (Medical Observation)

This program, named for Highland Hospital and Clara Barton School #2, matches fifth- and sixth-grade students with registered nurses at Highland Hospital. The purpose is to acquaint the students with the medical progression. The students go to Highland Hospital once a month and "shadow" a

More about Clara Barton School #2...

nurse. They see what a nurse's job is like, and learn more about the hospital environment. Students may remain in the program through middle and high school, as long as they are interested. Long-term goals of the program include encouraging and supporting students interested in careers in the health care field. The Highland site is managed by the Board of Professional Nurses, chaired by Paula Lyon. The project has been praised by the *American Journal of Nursing* and the United States Department of Education.

Students Write about the Highland-Barton Project

Today at Highland Hospital I saw a machine that they take people's temperatures with. I took someone's temperature. Then we walked around. We went to the nursery and saw some of the babies. One baby had a blindfold over his eyes so all the light would not get in his eyes. He was in a crib with a bright light. I met some of the nurses. They are nice. I saw x-rays, and one of the x-rays I saw showed a broken bone.

—Kimberly Johnson

When I went to Highland Hospital with my grandmother, we saw monitors that showed people's heartbeats. We also saw the tubes they used for sick people. We saw fibrillators, too. I cannot wait until we go again.

—Shaunea Tisdal

My nurse at Highland Hospital informed me that there was a man there with pain in his chest. They were going to ship him to Strong Memorial Hospital. Also, they were going to put a tube in his arm, all the way to his heart. The nurses have to watch the patient's heartbeat on the monitor.

I saw a man there who was going to have surgery on his back. He had a bad accident. He said it wouldn't happen again.

—Reginald Leslie

I saw a teenager getting his blood drawn. We talked to his father about what was going to happen during surgery. We called an older woman who forgot to come in, and we rescheduled her appointment.

—Yolanda Flowers

Today I learned about spectroscopy. It tickles. The electrons and atoms come out of the nucleus. The electrons and atoms don't like to stay out, so they go back into the nucleus, but in another spot.

We went into a room where Rob set up a light and a lens and a prism. He put the light on and it made different colors. Then we played with a program on the computer. It was a drawing game. Then I went home.

—LaVar Willis

On March 12, I went back to Highland Hospital for my third visit with my nurse. My visit was at 4:00 p.m. on a Monday. On this particular day, a *Times-Union* reporter was coming to interview us.

My teacher drove me straight from school. When we arrived we met with the nurses, the head of the nurses, our parents, and the reporters. Then we went to the labor floor. Next, the reporters took a couple of pictures and asked me a few questions. Then I did my normal routine with changing and scrubbing. I was ready to watch my nurse do her normal routine with the babies.

I went back to the nursery. My nurse demonstrated how she did the paper work on the babies and their mothers. After that she also showed me how to draw blood from a baby's heel. By that time my visit was over, so I went and changed my clothes.

—Carly Chung

On Saturday, I saw the floor where they deliver babies, and I saw where they put the babies to keep them warm. I'm going back to see women having babies. On the third floor there is a new nursery. We had a meeting there with the nurses. I went with my mother. I'm going to do my best to continue in this program. It is fun and exciting to go there. I want to be a nurse.

—Wendy Benton

Clothes
Animals
Pl

A Letter to My Nurse

by Janell Tisdale

Dear Esther McCoy,

I had fun today doing papers, taking blood pressure, and making up beds. Maybe next time I can hear a baby's heartbeat and take some more blood pressures. I hope we can do something like this again, because this was the most happy time for me today.

What really made me happy was when I took that girl's blood pressure and temperature, I felt like I was a real nurse. When I grow up, I want to work here because it seems like fun working here. Have you ever brought your family here—your mother, father, aunt or uncle? Have you ever showed them how you work? Will the lady having a baby be here next time? I really want to hear the baby's heartbeat.

Esther, when I grow up I want to be like you.

Staff contributing to
this article include:
Larry Ellison, Principal
Lois Jones, Vice Principal
Bob Babcock, Fifth-Grade Teacher
Helen Oosterveen, Computers, Science & Technologies Lab
Dianna Polvino-Hopkins, Basic Skills
Marilyn Celento, Spanish Teacher

Funding for the programs featured in this article is made possible through community partnerships. Contact: Larry Ellison, #2 School.

BEST COPY AVAILABLE

5/6/91

DEAR #1 SCIENCE CLASS AT SCHOOL #2,

THANK YOU VERY MUCH FOR THE LETTERS. READING THEM MADE ME VERY HAPPY. I MISS ALL OF YOU TOO. IT IS VERY HARD TO LEAVE A CLASS AS NICE AND AS FUN AS YOURS TO MOVE TO ANOTHER SCHOOL. I AM SO ATTACHED TO ALL OF YOU.

I AM VERY HAPPY TO READ THAT ALL OF YOU ARE DOING WELL AND THAT YOU ARE ENJOYING SCIENCE CLASS SO MUCH. SCIENCE IS VERY IMPORTANT AND I WANT YOU ALL TO DO WELL AND BE THE BEST THAT YOU CAN BE!

THE NEW SCHOOL IS DIFFERENT. FOR ONE THING SCIENCE CLASS IS TAUGHT IN SPANISH! THE STUDENTS ARE SMART LIKE YOU AND ENJOY SCIENCE CLASS. I HAVE ONLY BEEN TO ONE REAL CLASS. WE PLANTED SEEDS. THAT WAS FUN. I AM SURE YOUR CLASSES ARE JUST AS FUN.

I WILL BE UNABLE TO VISIT NEXT WEEK, BUT I PLAN TO STOP IN SOON. I MISS YOU ALL

SO MUCH. PLEASE CONTINUE TO WORK AS HARD AS YOU CAN TO BE THAT BEST PERSON THAT YOU CAN BE. LISTEN TO MS. HARRIS AND MRS. DAWSON AND ALL OF THE OTHER PEOPLE THAT ARE TRYING TO HELP YOU.

THANK YOU AGAIN FOR YOUR BEAUTIFUL LETTERS. I WILL PUT THEM AWAY IN MY TREASURE CHEST AND KEEP THEM FOREVER.

MISS YOU ♡!

LOVE,

MR. ROCK

BEST COPY AVAILABLE

Legal and Ethical Considerations

Legal and Ethical Considerations

LIABILITY:

It is recommended that volunteer programs have insurance policies which cover volunteers who have been negligent to their actions. Medical release and travel permission forms should be completed and signed by the parent(s) and a copy kept by the volunteer, school and Challenge.

CONFIDENTIALITY:

Discussing the student's personal problems with others is a violation of the student's trust and confidentiality. If volunteers are concerned about the welfare of their students, volunteers should talk with the school and Challenge staff who will be able to advise them.

There are several instances where confidentiality must be broken:

1. If the student has reported to the mentor or if the mentor suspects his/her protege is being physically abused, emotionally abused or sexually abused, confidentiality must be broken.
2. If the student is being physically or educationally neglected, confidentiality must be broken.
3. If the student reports he/she or his/her family is involved in any criminal act, confidentiality must be broken.
4. If the student threatens harm to himself or others, volunteers must inform the school staff.

DEFINITIONS OF:

Physical Abuse: Physical injury to a child by other then accidental means which causes or creates a substantial risk of impairment of physical or emotional health, loss or impairment of the function of an organ, disfigurement or substantial risk of death.

Emotional Abuse: Impairment of emotional health by diminishing psychological or intellectual functioning in relation to such factors as failure to thrive, control of aggression or self-destructive impulses, ability to think and reason or acting out behaviors resulting from inability of the caretaker to exercise minimum degree of care toward child.

Sexual Abuse: The exploitation of a child by an adult or older child/teen for the sexual gratification of the abuser which involves sexual activities ranging from touching offenses (molestation) to non-touch offenses (pornography).

Physical Neglect: The deprivation of a child's basic needs for survival (food, shelter, clothing). Extreme heat or extreme cold temperatures and lack of running water are examples of neglect. Physical neglect does not include a dirty or messy home.

Educational Neglect: The deprivation of appropriate educational services or deprivation of school attendance. A child who is repeatedly absent from school without a medical excuse or counseling appointment, etc., is being educationally neglected. If the volunteer is aware of unexcused absences or if the student is repeatedly kept home to baby sit for young siblings, inform the school and Challenge staff. Schools are aware of attendance patterns and can usually correct them.

Signs and Symptoms of...

SUBSTANCE ABUSE:

- withdrawal from responsibility
- change in attitudes
- irritability
- abrupt changes in work or school attendance, grades, quality of work, discipline
- deterioration of physical appearance and grooming
- sudden borrowing of money from friends, family and co-workers
- poor or impaired performance of the job or in school
- hiding eyes (diluted or constricted pupils) by wearing sunglasses at inappropriate times
- wearing long-sleeved clothing in hot weather to hide injection marks
- secretive behavior regarding actions and personal possessions

ALCOHOL ABUSE:

- odor on breath
- intoxication
- difficulty focusing
- glazed eyes
- irritability
- changes in groups of friends and peers
- deterioration (rapid or gradual) of physical appearance
- loss of memory and black outs
- skipping school/work
- alcohol becomes focus of social or professional functions
- bruises and accidents which are unexplainable
- termination of serious relationships
- troubles with marriage and relationships
- deterioration of performance at work

PHYSICAL ABUSE:

- unexplained bruises on: face, lips, torso, back, mouth, thighs, buttocks
- bruises reflecting shape of article used to inflict wound
- reoccurring bruises or burn marks
- rope burns on arms, legs, neck torso

ROCHESTER CITY SCHOOL DISTRICT
1991-92
CHILD ABUSE AND PUPIL DRUG ABUSE REPORTING REQUIREMENTS AND PROCEDURES

The purpose of the mandatory reporting statute is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist their families. The intervention of the appropriate local child protective service cannot begin until a report is made. Consequently, as a mandated reporter you play a critical role in preventing future abuse or maltreatment to a child.

I. Child Abuse/Maltreatment Reporting

A. Definitions of Child Abuse, Neglect, and Maltreatment

1. "Abused Child"

   a. Inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ, or
   b. Creates or allows to be created a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted loss or impairment of the function of any bodily organ, or
   c. Commits, or allows to be committed, a sex offense against such child, as defined in the penal law; allows, permits or encourages such child to engage in any act described in sections 230.25, 230.30 and 230.32 of the penal law; commits any of the acts described in section 255.25 of the penal law; or allows such child to engage in acts or conduct described in article two hundred sixty-three of the penal law provided, however, that (a) the corroboration requirements contained in the penal law and (b) the age requirement for the application of article two hundred sixty-three of such law shall not apply to proceedings under this article (Family Court Act, §1012[e]).

2. "Neglected Child" means a child less than eighteen years of age

   a. Whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his parent or other person legally responsible for his care to exercise a minimum degree of care

      i. In supplying the child with adequate food, clothing, shelter, or education in accordance with the provisions of Part One of Article 65 of the Education Law, or medical, dental, or optometrical or surgical care, though financially able to do so or offered financial or other reasonable means to do so; or

ii. In providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by misusing a drug or drugs; or by misusing alcoholic beverages to the extent that he loses self-control of his actions; or by any other acts of a similarly serious nature requiring the aid of the court, provided, however, that where the respondent is voluntarily and regularly participating in a rehabilitative program, evidence that the respondent has repeatedly misused a drug or drugs or alcoholic beverages to the extent that he loses self-control of his actions shall not establish the child is a neglected child in the absence of evidence establishing that the child's physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as set forth in Paragraph (i.) of this subdivision; or

b. Who has been abandoned by his parents or other person legally responsible for his care (Family Court Act, §1012(f)).

3. "Maltreated Child" includes a child under eighteen years of age

a. Defined as a neglected child by the Family Court Act (see "2" above); or
b. Who has serious physical injury inflicted upon him by other than accidental means (New York Social Service Law, §412[2]).

B. Obligation to Report

1. Social Services Law 413 requires school officials (i.e. the "professional" staff of the school) to:

"Report or cause a report to be made when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child, or when they have cause to suspect that a custodian or other person legally responsible for such child comes before them in their professional or official capacity and states from personal knowledge facts, conditions or circumstances, which if correct, would render the child an abused or maltreated child" (Social Services Law 413).

2. School officials must also notify the Monroe County Medical Examiner when there is reasonable cause to suspect that a child has died as a result of the child abuse or maltreatment.

C. City School District Liaison Officer

The Superintendent of Schools shall appoint a person to act as a liaison officer between the City School District and the Monroe County Child Protective Services.

a. The liaison officer shall act as a resource for questions concerning child abuse/neglect/maltreatment and questions regarding the reporting of "suspected" cases to the Child Protective Services.

b. The liaison officer shall receive, in writing, all cases reported to the Child Protective Services (see attached form).

c. It is the duty of the liaison officer to inform staff of the legal rights and responsibilities for school district personnel. This should be accomplished by providing inservice training and by being available as a resource for any and all questions concerning mandated reporting.

D. Reporting Procedures

1. Any school district employee who suspects that a child is abused or maltreated must immediately inform the building principal or project director. The building principal or project director then becomes solely responsible to report or cause a report to be made of the suspected child abuse or maltreatment, whether or not the building principal or project director agrees that the facts indicate abuse or maltreatment. The building principal or project director may not direct a teacher not to report.

2. A report of the suspected abuse or maltreatment must be made immediately by telephone to the Monroe County Child Protective Services Intake (461-5690) by the person who suspects the child abuse/neglect/maltreatment. The telephone call must be made in the presence of the building principal or project director or his/her designee in the event the building principal or project director is out of the building.

3. Within 48 hours of the telephone report, a report in writing, on DSS 2221A Form must be filled out and sent to Child Protective Services, Intake Department, 111 Westfall Road, Rochester, New York 14620, by the building principal or project director. The report must be co-signed by the person who made the telephone report.

4. At the same time, a separate written report (see attached form) limited to the following information, must be filed with the City School District Liaison Officer for Child Protective Services - Bette Heger, Director of School Social Work Services, Pupil Personnel Services, Extension 8552:

   ---Student's Name, I.D. Number, Address, and Date of Birth
   ---Name of Parent or Guardian
   ---Name of Reporting Person
   ---Name of School
   ---Date of Telephone Call to MCCPS
   ---Date of Submission of form DSS-2221A to MCCPS

5. A copy of the DSS-2221A Form and any subsequent written communications regarding the case should be retained. However, the file must be destroyed upon notification that the case is deemed unfounded by Child Protective Services.

6. At any time after the report is made, the person who made the report may request the findings of the investigation made by Monroe County Child Protective Services. The information provided by Child Protective Services will be limited to the current status of the case: "indicated", "under investigation", "unfounded", and "no record of such report" (when the record has been expunged).

7. Policy for Interviewing Students at school by Child Protective Caseworkers:

   a. Students may be interviewed by Child Protective Services caseworkers only in the presence of the building principal or his/her designee.
   b. The building principal or his/her designee is solely responsible for the well-being of the student during the interview. A student should not be interviewed when the physical or mental health of that student would be compromised.

   c. The building principal or his/her designee may invite other staff to be present at the interview to add information and/or assist in the well-being of the student.

   d. The Protective caseworker has the right to take a child into protective custody pursuant to a Family Court Order, or in the absence of a Family Court Order, if in the professional judgment of the caseworker there is an imminent risk to the health of the child. The caseworker will notify the parent of this action. In addition, the building principal or his/her designee has the responsibility to notify the parent or legal guardian that the child has been taken into protective custody. This may be done by telephone, special delivery letter, or telegram.

e. Interviews of students by law enforcement officers on school grounds are limited to the circumstances described in the appropriate Administrative Handbook for Building Principals; that is, a crime committed on school grounds, valid search or arrest warrant, or by invitation of school officials.

Whenever a law enforcement officer is investigating a report of suspected child abuse/neglect/maltreatment, it is the policy of the City School District that school officials shall permit a law enforcement officer to interview the student in the presence of the building principal. This "invitation" by school officials is permissible when the law enforcement officer can verify that a formal Child Protective referral has been filed.

8. Medical Assistance

a. The building principal or his/her designee may request the community health nurse to examine any child who is to be referred for abuse or neglect. If the community health nurse is not assigned to the building on the day a referral is made and there are questions about an injury, he/she may be requested to return to the school to examine the student.

b. If an abused student appears to be in need of immediate medical attention, the policy concerning emergency injury-illness should be followed (as stated in the Guidelines for Provision of Health Services).

9. Photographic Record

a. As a mandated reporting source, the building principal or project director, or his/her appointed designee, shall take or cause to be taken, color photographs of visible trauma (New York Social Service Law, §416) and forward them to the Child Protective Services at the time the written report is sent or as soon thereafter as possible.

E. Liability for Failure to Report

1. Any person who is required to report suspected child abuse or maltreatment but who willfully fails to do so shall be guilty of a Class A Misdemeanor and may also be civilly liable for damages proximately caused by such failure (Social Services Law 420).

2. Additionally, any City School District employee who is required to report suspected child abuse or maltreatment but willfully fails to do so may also be subject to appropriate disciplinary measures consistent with their respective collective bargaining agreement.

F. Immunity From Liability

Any person, official or institution who participates, in good faith, in the reporting of suspected child abuse or maltreatment is immune from any liability, civil or criminal, that might otherwise result from such action for the purpose of any civil or criminal proceeding. The good faith of any person, official or institution who are required to report cases of suspected child abuse or maltreatment is presumed, provided that the person, official or institution was acting in the discharge of their duties and within the scope of their employment, provided the reporting was not due to willful misconduct or gross negligence (Social Services Law 419).

II. Pupil Drug Abuse Reporting

A. Any teacher, school administrator, school guidance counselor, psychologist, school drug counselor, school nurse, supervisor of attendance, attendance teacher or attendance officer having reasonable cause to suspect that a secondary or elementary student under twenty-one years of age is a substance abuser or is substance dependent (including alcohol abuse), who reports such information to the appropriate secondary or elementary school official pursuant to the school's drug policy, or if the school has no drug policy, to the school's principal or to the parents of such student, shall have immunity from any civil liability that might otherwise be incurred or imposed as a result of the making of such a report (Education Law 3028-a).

B. Rochester City School District Board of Education Policy

The Board of Education, by Resolution No. 86-87: 804(6), dated June 18, 1987, adopted a policy which prohibits the possession, use, or distribution of alcohol, drugs, and drug paraphernalia on property owned, leased, or under the control of the City School District, on transportation vehicles owned, leased, or under the control of the City School District, and at City School District sponsored activities.

C. The Superintendent's Guidelines and Procedures for Student Discipline and Suspension require in the event of the sale, distribution, and/or possession (including use) of any controlled substances, imitation controlled substances or alcoholic beverages, that the student shall be suspended and that in the case of a referral for a long-term suspension hearing that the police be called to the school building to take a report, and in the discretion of the police officer to make an arrest. (See Guidelines and Procedures for Student, Discipline and Suspension, revised August, 1991.)

REPORT FORM FOLLOWS

CHILD ABUSE LIAISON OFFICE
REPORT OF CHILD ABUSE

ROCHESTER CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

TO: Bette Heger, Director
School Social Work Service
Pupil Personnel Services

FROM: ____________ SCHOOL ____________ DATE ________

NAME OF STUDENT ____________ I.D. ____________

ADDRESS ____________

TELEPHONE ____________ DATE OF BIRTH ____________

PERSON(S) IN PARENTAL RELATIONSHIP ____________

REPORTING PERSON ____________

DATE OF PHONED REPORT TO DSS PROTECTIVE DIVISION (461-5690) ____________

DATE OF WRITTEN REPORT (FORM DSS-2221-A) ____________

CONTACT BY DSS CASEWORKER YES ______ NO ______ DATE ____________

NAME OF DSS PROTECTIVE CASEWORKER ____________

ADDITIONAL NOTES AND INFORMATION:

INDICATED ________ UNFOUNDED ________ UNDER INVESTIGATION ________

REPORT TO BE COMPLETED AT THE SAME TIME AS FORM DSS-2221-A

REPORT OF THE ROCHESTER CITY SCHOOL DISTRICT VALUES COMMITTEE

SUMMARY

OVERALL PURPOSE

To ensure that every person in the Rochester City School District (Board members, administration, faculty, staff) models and teaches the values necessary both to sustain a democratic society as well as to create an environment that is characterized by:

- Justice
- Respect for Human Dignity
- Trust
- Hope
- Joy

VALUES THAT STRENGTHEN AND PROTECT THE FABRIC OF A DEMOCRATIC SOCIETY

- Justice
- Equality
- Legitimate authority
- Respect for the rule of law
- Participation
- Responsibility for others/personal obligation for the public good
- Respect for others
- Kindness/caring
- Cooperation
- Advocacy

VALUES THAT STRENGTHEN AND PROTECT THE INTEGRITY OF THE INDIVIDUAL IN A DEMOCRATIC SOCIETY

- Due Process
- Personal freedom/privacy
- Patriotism
- Giving your best effort
- Responsibility for one's self/discipline
- Respect for self
- Honesty
- Imagination
- Inquiry
- Diversity
- Personal empowerment

POLICY ON THE VALUES THAT STRENGTHEN AND PROTECT THE FABRIC OF A DEMOCRATIC SOCIETY AND VALUES THAT STRENGTHEN AND PROTECT THE INDIVIDUAL IN A DEMOCRATIC SOCIETY

By Member of the Board Grella.

Whereas, the Rochester Board of Education believes in a democratic society certain values reflect the principles upon which the survival and vitality of the society and the individual depend, and

Whereas, the Board understands that beliefs, principles, and attitudes which are chosen and prized, and which give a person direction in guiding his or her behavior--in understanding himself or herself in relation to the world--are to be defined as values, and

Whereas, the Board recognizes that in Rochester the schools, the family, and the community must share in the preparation of young people to take their place in society as confident, contributing, and responsible individuals, and

Whereas, the Board acknowledges that personal values tend to shape behaviors affecting the quality of an individual's life, while social values tend to shape behaviors affecting the collective welfare and the quality of community life, and

Whereas, the Board is aware that while values grow from personal experience and observation, they are held by an individual as a result of choice; and beliefs and behaviors reinforced as right, desirable, and worthy will become his or her values, therefore be it

Resolved, that the Board of Education shall base and evaluate educational policies, programs, and practices on these democratic values; and it is further

Resolved that the Board of Education directs that these values shall be nurtured in an environment characterized by respect for human dignity, trust, hope, joy, and a belief that each of us can learn; they shall be supported in a climate that is conducive to each person reaching his or her full potential. The personal and social values essential to a democratic society include the following:

VALUES THAT STRENGTHEN AND PROTECT THE FABRIC OF A DEMOCRATIC SOCIETY

- **JUSTICE**
  Justice or fairness is essential to peaceful and orderly relationships among members of a democratic society.

- **EQUALITY**
  Equality means that all individuals will have equal access to available opportunities and conditions of equity will be established to ensure equal opportunity.

- **LEGITIMATE AUTHORITY**
  Legitimate authority is accorded individuals to promote the common good as defined by and with the consent of the governed.

- **RESPECT FOR THE RULE OF LAW**
  Respect for the rule of law requires citizens to understand they are governed by laws. The rule of law includes both rights and responsibilities, including the opportunity to peacefully advocate for altering these laws by working through legitimate channels.

- **PARTICIPATION**
  Participation empowers citizens by ensuring that their opinions will be publicly heard and considered, and eventually be part of final decisions in a democratic institution.

- **OBLIGATION TO THE PUBLIC GOOD**
  Obligation to the public good means caring about and advocating for the well-being of all individuals in our society.

- **RESPECT FOR OTHERS**
  A respect for others indicates a recognition of the richness of human diversity and the humanity of all people.

- **KINDNESS AND CARING**
  Kindness and caring encourages mutual support and helps people to work more productively together.

- **COOPERATION**
  Cooperation is necessary to reach common as well as individual goals. The well-being of a democratic society depends on working together. Each individual's special contribution increases everyone's opportunity for success.

- **REASONED DISCOURSE**
  Reasoned discourse, or dialogue that is informed, intelligently presented, and sensitive to human diversity and emotions, is essential to the vitality of a democracy.

- **ADVOCACY**
  Advocacy is an activity conducted by individuals or groups in order to attain publicly desirable goals by promoting their interests in the give-and-take of the decision-making process.

VALUES THAT STRENGTHEN AND PROTECT THE INTEGRITY OF THE INDIVIDUAL IN A DEMOCRATIC SOCIETY

- **DUE PROCESS**
  Due process, the equal application of legal and administrative procedures, is important in a democracy as a means of ensuring a fair hearing for all individuals.

- **PERSONAL FREEDOM/PRIVACY**
  Personal freedom and privacy ensures individuals, groups, or institutions, the right to determine their own affairs, as long as they are responsible for their actions and their actions do not infringe on the rights of others.

- **PATRIOTISM**
  Patriotism is a personal commitment and a visible dedication to the values essential to American democracy.

- **GIVING YOUR BEST EFFORT**
  Giving your best effort, persevering at a task, exhibiting diligence during an assignment, or demonstrating steadiness of efforts over time encourages a person to test his or her capacity to achieve and indicates a willingness to strive for future success.

- **RESPONSIBILITY FOR ONE'S SELF**
  Responsibility for one's self means being a self-directed and dependable individual who understands the consequences of making choices.

- **RESPECT FOR SELF**
  Respect for self encourages maximizing an individual's intellectual, spiritual, and physical capacities.

- **HONESTY**
  Honesty requires trust, truthfulness, fair dealing, and respect for the property of others, and it is necessary for successful human interactions.

- **IMAGINATION**
  Imagination recognizes that there are a variety of ways to discover meaning and is practiced by promoting individual creativity and curiosity.

- **INQUIRY**
  Inquiry encourages questioning and critical thinking as a method of discovering meaning and making valid decisions.

- **DIVERSITY**
  In a multicultural society, diversity enriches an individual's life experiences and the success of American democracy depends on a demonstration of respect for individual differences.

- **PERSONAL EMPOWERMENT**
  Personal empowerment encourages individuals to stand up for their beliefs.

And it is further

Resolved, that the Board of Education direct the Superintendent of Schools and the Division of Instruction to:

- ensure that these values are the principles upon which the District's educational programs, policies, and practices are based and evaluated.
- require that these values are modeled, taught, and expressed in District curricula in all subject areas.
- develop a comprehensive approach, including appropriate staff development efforts, to facilitate the implementation process.
- provide resources for helping teachers and administrators make explicit use of these values in classroom practices and school procedures.
- require that the curriculum design and the instructional methodologies are consistent with District values.
- provide for textbook selection criteria to be aligned with these values.
- hold students, District officials, faculty, and staff accountable for behavior consistent with these values.
- ensure that the school site planning/school improvement process/school accountability; Professional Appraisal Redesign for Teachers (PART); Goals, Outcomes, Measures, and Standards; Multicultural Education; Early Childhood Education; Parent Involvement; and Community Support and Commitment programs express these values.
- ensure an ongoing dialogue between and among Board, administration, faculty, staff, students, parents, and community to support these values as essential to a democratic society.
- develop an annual reporting system that informs the Rochester community and District staff about the progress and effectiveness of the District's implementation of this policy.
- further explore student participation in community service as one way to learn and reinforce these values and to practice them as an expression of responsible citizenship in a democratic society.

And be it further

Resolved, that the Board of Education:

- establish an advisory committee of community members, students, and staff to act as a resource to facilitate the dialogue on "values," and to prepare an annual report to the Board and to the community assessing the effectiveness of the District's values policy.

ONGOING PROCESS OF IMPLEMENTATION

- Ensure that these values are the principles upon which the district's educational reform effort is based and evaluated.
- Develop a comprehensive approach, including appropriate staff development efforts, to introduce these values to all school district personnel.
- Ensure an ongoing dialogue between and among board, administration, faculty, staff, parents, community and students regarding these values and their importance to a democratic society.
- Hold the school district accountable for implementing these values.
- Hold each member of the school district (board, administration, faculty, staff) accountable for modeling and teaching these values.
- Hold each student responsible for behavior consistent with these values.
- Encourage parents and community to reinforce these values.
- Develop an annual report system that tells the community the effectiveness of the district's implementation and accountability mechanisms, and the results achieved.

SUMMARY OF CHANGES AND ADDITION FROM THE PUBLIC DISCUSSION PROCESS ABOUT VALUES AND EDUCATION IN ROCHESTER

Throughout the process of public discussions the committee received overwhelming support for the concept that these are the values that need to be the basis for our educational system.

However, over and over, three concerns were raised:

- First, that you cannot teach these values in a system that doesn't model these values;
- Second, the district does not currently operate the school system in a manner that promotes these values; and
- Third, there is a lack of trust that district's officials will actually follow through and take the steps necessary to either fully introduce these values, engage in the staff development necessary to prepare people to model these values, or hold people accountable for modeling these values.

The committee has attempted to address these concerns by making the strongest possible recommendation that the Board not merely adopt this report as a policy, but follow through with an intensive plan to introduce these values, provide appropriate training so that all district personnel are capable of modeling these values, and encourage continuous dialogue about these values, with school and community members participating. Then all district personnel should be held accountable for modeling these values.

A number of other specific recommendations emerged from the public discussion that have been incorporated by the committee. They are summarized here to indicate the quality of thinking that emerges when you engage in a dialogue on these values.

- There is a need to reflect on the type of environment that would exist if these values were consistently modeled throughout the district, included in those attributes suggested by the community were a respect for human dignity, trust and hope.
- Although it may seem difficult to foster joy among students whose lives have been impoverished by their environment or the society around them, we should still make every effort to create an environment of joy and give each child a sense of hope.
- Equality of opportunity can only be achieved through equity that ensures that barriers that have been placed in people's way are compensated for, thus allowing each person to reach their full potential.
- The need to see patriotism as a love for these values of American democracy as opposed to a blind, jingoistic belief in country, right or wrong.
- The importance that reasoned discourse not detract from our underlying passion for the ideas we care about.
- Inquiry should include not only a rigorous commitment to a search for knowledge but also an appreciation of learning for its own sake.

At the end of the public input process, the committee was made aware of the report of the Subcommittee on Guidelines, Criteria and strategies for Professional Development and Practices in Human Services (PDC-1), a committee of Rochester New Futures Initiative. We note the strong consistency in both findings and conclusions between their effort and cure.

We could not agree more strongly with their recommendation for the development of opportunities for training in human inter-relationships. It is essential that such staff development efforts be introduced within the Rochester City School District and that they focus on the values as presented in our report.

DEFINITIONS

VALUES EDUCATION NEEDS TO BE DEFINED

What We Mean by Values Education

All education is infused with values. The ultimate goal of education is the positive influence of student behavior, and each student's values guide, and help determine that behavior. In the process of teaching content and skills, the teacher also demonstrates his or her own values to the students. For example, the teacher who expects silence while individuals speak or study is offering the values of respect, courtesy, and human dignity for the students' consideration. Similarly, teachers reinforce the values of critical inquiry, order, and reasoned argument daily in the organization of the lesson. In every class and throughout the school, values are demonstrated through actions, procedures, and attitudes by educators, support staff, and students alike.

Values education includes the study and practical application of ethics and conduct codes acceptable to society. It also includes the development of skills necessary to determine right from wrong, to understand consequences, and to make appropriate choices. It provides an opportunity to examine and revise the underlying principles which govern one's own conduct, choices, and attitudes. It recognizes that there are no simple answers to complex questions and respects each individual's right to privacy.

DEFINITIONS: VALUES, BELIEFS, ATTITUDES, MORALS, ETHICS

Values

VALUES are principles or ideas in which groups and individuals may believe strongly and which guide their respective behaviors. Values are of essentially two types: procedural and substantive. The former relate to values which guide the rational processes such as respect for critical inquiry and the scientific method, tolerance, and reasoned argument. Values having to do with the orderly operation of the classroom may also be categorized as procedural. Substantive values are those which have to do with moral, political, and social preferences. Some examples are: honesty, respect for others' rights, equality of opportunity, and justice.

Beliefs

BELIEFS are states or habits of mind in which trust or confidence is placed in some person, thing, or tenet. Beliefs tend to be more object- or topic-specific than are values. However, beliefs and values may be related. For example, because of a strong value individuals might place on the concept of "liberty," their beliefs about issues such as the role of government, gun control, and indeed, whom to vote for might be affected. Beliefs also may be somewhat more changeable and less deeply internalized than are values.

Attitudes

The term ATTITUDE implies a mental predisposition, feeling, or emotion toward a fact or state. Attitudes tend to be more generalized, diffuse, and harder to "prove" than either values or beliefs but are related to both. For example, one's cynical attitudes about human nature may give birth to any number of beliefs and values.

Morals

The term MORAL relates to principles of right and wrong in behavior. Though many decisions we make involve a moral component, considerations of "rightness" and "wrongness" are neither the only nor necessarily the most crucial elements present. Other criteria upon which our decisions may be based include such pragmatic considerations as personal pleasure, self-preservation, and effectiveness. For example, in deciding on appropriate economic policies, governments evaluate not only the "rightness" and "wrongness" of alternatives, but also (and usually primarily) their most likely practical consequences. On a personal level, decisions based on personal preference--which movies to see, clothes to wear, food to eat--are not essentially moral matters.

The term MORALITY may be used to refer to particular moral principles or rules of conduct or to systems of moral conduct. Morality is the subject matter with which the discipline of ETHICS is concerned.

MORAL DEVELOPMENT approaches consist of attempts to get students to examine a range of moral dilemmas in order to reach and justify judgments about right and wrong behavior in these situations. Moral development does not attempt to inculcate a particular set of values, but rather to increase the sophistication and complexity of students' abilities to reason in moral terms.

When using the term MORAL DEVELOPMENT, psychologists and educators generally are speaking of a progression in reasoning whereby people become increasingly willing and able to make and justify moral decisions on the basis of universal moral and ethical principles rather than tangible, palpable self-interest.

Ethics

The term ETHICS refers to sets of moral principles or values and/or the discipline concerned with the study of moral philosophy. Moral values are those specifically relating to right and wrong behavior rather than, more generally, to a range of worthwhile principles of ideas. Problems of moral choice are generated in part of the fact that there is no single pattern of approved action in human society.

An additional complicating factor in discussing ethical behavior is that moral concepts of right and wrong vary among groups and across time. Thus, in any assessment of ethical practices, two concerns emerge. The first has to do with the definition of the norms to be used in any such evaluation. The second has to do with application of agreed-upon norms to specific situations.

Ethics are largely based on societal and legal prohibitions, individual conscience, and moral values developed in the course of a lifetime. All are important influences on the development of an individual's code of ethics. However, ethical behavior is not the same as legal behavior. Actions can be legal but unethical; they can be ethical but illegal.

EDUCATION FOR A DEMOCRACY

"If a Nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Thomas Jefferson

PUBLIC SCHOOLS AND TEACHING CIVIC VALUES

Although changes occur over time, the need to understand and practice the values that constitute a caring society have remained consistent over the centuries. A Rochester City School District teacher wrote that "it is well recognized by the community, [parents], and churches that there is a need for a greater emphasis on basic values in our society." These values reinforce democratic practices and promote behaviors that reflect a sincere respect for all individuals in an increasingly pluralistic society.

WHY VALUES ARE IMPORTANT TO TEACH

1. In a democratic society certain values reflect the beliefs and principles upon which the survival and vitality of the society depend.

2. Personal values tend to shape behaviors affecting the quality of an individual's life. Social values tend to shape behaviors affecting the collective welfare and the quality of community life.

3. Values show how a person has decided to live his or her life. They affect the choice of friends, which organization to join, how money is spent, and how time is budgeted.

4. Values grow from personal experiences; they are not taught as the "ABC's." Values held by an individual are the result of choosing and prizing. Where choices are reinforced as right, desirable, and worthy, these become our values. We modify our values by reflecting on our experiences.

5. Those beliefs, principles, and attitudes which are chosen and prized, and which give a person direction in organizing his behavior--in understanding himself or herself in relation to the world--can be described as values.

6. Communities look to the schools to prepare young people to take their place in society as adults. There is a body of knowledge and basic skills each child must learn; if is the information one must know to negotiate the demands of our society.

7. In addition, students learn to decide HOW they will relate to the world, how to position themselves in relation to others, how their muscle and spirit will serve to connect them to their environment.

VALUES ARE BEING TAUGHT

The public proclamation and validation of such values will both inspire and permit the teaching and application of universal values we teach in our schools. Dr. David Hursh, Professor of Education at the University of Rochester has cited the following examples of implicit and explicit values:

1. Values are both explicitly and implicitly taught in schools. Explicit messages are given by teachers and administrators such as telling students that they need to be in class on time, or they shouldn't disrupt other students. Implicit messages are more subtle. Students implicitly learn whether value is placed on their own knowledge by whether or not they are included or excluded from decisions regarding what they are going to learn or to do as a result of different teaching approaches. Similarly, if students always work individually and competitively, then they are learning to compete, not cooperate. They are learning to value only their own particular knowledge and abilities. What is taught in the curriculum is held up as important to know (and what isn't taught is therefore not important). There are explicit social messages about what is valued in our classrooms and community, which are not necessarily subject to questioning. Values and facts, "what ought to be and "what is" are not always separated during discussions.

2. We need to take modeling values seriously because values are the essence of what students learn from school. We need to develop schools where the content and process of teaching assist students in making sense out of their own lives; and to ensure that students find schools to be useful places for learning how to live their lives humanely.

DIVERSITY OF VALUES

Democratic values should be considered for inclusion in a public school curriculum that recognizes and respects diversity of opinion. Values can be taught with sensitivity to different beliefs. For example, the following guidelines for introducing the fundamental values of a democratic society recognize the existence of differing opinions about explicit values (Beane, James A., "Affect in the Curriculum", 1990):

1. **Specific "values" and ideas can be described, but not promoted.** Students are taught the historical importance of religion, but no one religious belief system should be promoted. These values should not be connected to individual denominations nor should they be taught in isolation of a civic or personal context.

2. **Certain "values" are more readily identified.** This list of recommended values includes values such as "joy" and "caring." These values, although desirable, cannot readily be mandated; they can only be nurtured.

3. **Some values may be both identified and insisted upon.** Teachers may "explicitly call for young people to respect the dignity of others, but may insist that they refrain from acting otherwise."

"Ideas such as democracy, human dignity, equality, caring, justice, freedom, and peace, as well as constitutional rights and cultural diversity are not simply abstractions. They are the conditions under which personal and social efficacy are possible and they represent the manifestation of the political, social, and legal heritage, to which young people are entitled," according to Beane.

Child Development

We wish that...
..more people would get along..
..there-would be no more fighting..
..people would stop doing drugs..
..people would stop smoking and drinking..
..people would get off the streets..
..strangers would leave children alone..
..there would be enough food for everybody..
..more parents would be good to their babies and children..
..people would make up and be friends..
..there would be houses for the homeless..
..more children would respect their parents..
..there would be peace in the world..
..more people would care for old folks..
..the world would have no criminals..
..more people would be good..

A Talents Unlimited activity created by First Grade Students at #57 School

Child Development I

Child Development Theory

The information in this section is intended to help the volunteer gain a better understanding of the developmental issues confronting children. The student development theory is intended to inform helpers and others who work with student populations about the challenges and primary environmental pressures that confront students.

A. What is Child Development Theory and how can it be helpful?

1. A statement of general principles, based on data, which describe the moral, ethical, intellectual, psycho-social, and/or personality development of children.
2. A toll for making predictions about student behavior and needs.
3. A tool for designing support programs.
4. Theory is autobiography. Good theory is generalizable autobiography.
5. Culture, time, place and circumstance bound.
6. A vehicle for organizing human chaos.
7. The focus of theory should be linked to the design of environments.

B. Families of Theories

Student development theories are typically divided into five "families," based on common underpinnings. All of the theories are based on similar underlying assumptions about the process of an influence on student development, and have the following issues in common:

1. They ask identity theme questions. "Who are students and how can we better come to understand them?"
2. They ask structure questions. "What is the structure that will best facilitate growth?"
3. They pose responsibility challenges. "If we know who our students are and what structures will best facilitate their growth, we must act on the knowledge."

Psycho-Social

Often referred to as age-stage, transition or life-cycle theories. These theorists view development as a steplike process, with each stage building on previous stages. Internal development of the individual is influenced by external institutions and situations.

Age-stage theorists identify key developmental issues for each stage of a person's life (e.g., Erik Erikson indicates that Identity vs. Role Confusion and Intimacy vs. Isolation are areas that individuals of high school age might be dealing with). Stage theory presupposes recognizable, sequential patterns to individual behavior, where stages are qualitatively different from each other.

The value of these theories is that they identify needs that emerge at different phases of a person's life and how environmental forces, changing demands and lack of support affect students. According to psycho-social theorists, development takes place best under conditions that blend the right amount of environment, challenge, and support.

Major theorists: Arthur Chickering, Erik Erikson, Fredrick Coons, Nancy Schlossberg, Daniel Levinson, Kenneth Keniston.

Maturity Models

These models describe student development as an integrated process through which the student becomes increasingly complex over time. According to these theorists, one should not be able to isolate cognitive development, ego development or psycho-social development as individual, distinct processes. Instead, the developing person is striving to develop guiding values higher level cognitive functioning, more self-awareness and more effective social/interpersonal skills all at the same time. The mature person is viewed as one who is autonomous, allocentric, and stable—not susceptible to disruption in their interpersonal relationships, intellectual functioning, values and self-perception as a result of exposure to opposing values. On the other hand, the immature person tends to be egocentric, dependent, easily manipulated, and more given to stereotypes. The maturation process is holistic and hierarchical—a number of processes (ego, cognitive and psycho-social development) occurs concurrently, but separately, as individuals progress for simple to complex in their functioning.

Major Theorists: Douglas Heath, Jane Loevinger, Leona Tyler.

Cognitive Development Models

Cognitive development theorists focus on how students make meaning of the world. Specifically, they describe the different ways in which students use information from their environment, how they think and how they make moral decisions.

cognitive development theories include moral development theories. Much like age-stage theories, development of one stage serves as the foundation for later growth. Cognitive theories are hierarchical.

Unlike age-stage theories, cognitive development is not age-related. Cognitive development is seen as necessary, but not sufficient alone for moral development.

Students typically have one primary form of reasoning, though they may reason at one level above than below their primary stage. In order to provide the proper stimulation for growth, educators must understand students primary forms of reasoning.

The strength of cognitive development models is their focus on *process*. These theories imply that institutions can create environments that can foster or retard development. The challenge for educators is to move students to a higher level of more complex reasoning.

Major Theorists: Lawrence Kohlbert, Carole Gilligan, William Perry, Jean Piaget, James Rest.

Person-Environment Interaction Models

Person-Environment models (P-E) propose that student development occurs best through directing interventions at both the person and the environment, not just at the person.

P-E, or ecology models, assume that all of the stimuli necessary to act on students, sensory modalities are present in their living and learning environment. P-E models are based on three primary assumptions:

(1) Behavior is a function of a person's interaction with their environment;

(2) The person is represented in terms of needs, which are self-reported behaviors;

(3) The environment is defined in terms of its press, which is inferred from the aggregate self-reported perceptions or interpretations.

P-E theories focus on congruence-dissonance (anabolic-catabolic) as key dimensions in the person-environment relationship. The key question is, does the environment stimulate self-actualization or does the environment hinder self-enchantment and self-actualization.

The aspects of the environment that affect human functioning are the physical environment (architectural, weather, geography) and the social and psychological environment(behavior settings, organizational structure, social climate, relationships). In environments where there is congruence between the person and their surroundings there will be greater satisfaction, achievement, and effective coping skills. When there is incongruence, students will manifest it through environmental stress, poor performance, negative behavior and attrition.

Major Theorists: Kurt Lewin, Rudolph Moss, Bruce Walsh, Janet Huebner, John Holland.

Typology Models

Typology models attempt to classify people by their personality types, psychological dispositions (ways the individuals perceive and respond to situations) or cognitive styles.

According to these theorists, all people can be described and classified based on a dominant or preferred style of dealing with people, situations or information.

Students are described based on their primary learning styles, interests, problem solving methods, etc. Models typically assign students a primary and secondary style of operating. Individualization of students is accounted for by the intensity and sequencing of the styles. Students learn and prosper best in environments that match their dominant style. The challenge for practitioners is to design learning environments that will accommodate a variety of styles. The strength of typology models lies in their ability to describe how students might view themselves in a variety of situations/environments. Their weakness lies in their reliance on categorization as a means of describing students' traits.

***Major Theorists:** Myers-Briggs, John Holland, John Kolb, Roy Heath, Strong Campbell.*

Child Development: Early Grades

Physical:

- Gain greater control over their bodies
- Need to be active
- Develop physical skills

Cognitive:

- Understand abstract concepts through physical actions
- Need to manipulate real objects, direct experiences
- Content must be relevant, engaging and meaningful

Social-emotional:

- Need for positive social and working relationships
- Need for sense of competence
- Must have knowledge/skills recognized by our culture as important
- Moral values becoming internalized

Characteristics of Middle Level Child
(Ages 10 - 14)

Physical

- Hormonal change
- Secondary sexual characteristics
- Complexion problems
- Wide range of physical sizes

Emotional

- Frequent mood swings
- Dependence vs. independence
- Fragile self concept

Social

- Self identity emerging
- Leadership opportunities
- Cooperative learning
- Peer culture influence

Intellectual

- Short attention span
- Slower brain cell development between 12 and 14
- Transition from concrete to abstract

The Basic Tasks of Growing Up

Physical Development (Body)

*Teens grow taller, double their body weight, grow larger and longer bones, bigger and stronger muscles, taking the shape and form of an adult person.

*Hormonal changes prepare the body for sexual intimacy and reproduction.

Intellectual Development (Brain)

*The brain will grow in size and capacity; teens can now "think about thinking," use reasoning to contemplate the consequences of a decision, use conscience to mediate moral issues.

Psycho-Social Development (Feelings, Emotions & Relationships)

*Teen will grow into his or her own person, a self separate and emotionally independent from parents;

*find his or her own way of doing things;

*find meaning in his or her individual life;

*practice forming relationships with increasing levels of trust, intimacy and loyalty in anticipation of adult friendship and, eventually, a mate;

*grow in adult sexual expression, contemplate the selection of a mate.

Career Development

*choose life's work

*search for a meaningful job track

*establish a place for him/herself in society

Child Development Characteristics

(all ages are approximate.)

BIRTH - OLDER ONE-YEAR OLD

- Sensorimotor period
- Experience world totally through their senses and body movements
- Begin to use language and control their body space
- Require opportunities to stimulate sense of sight- primary colors, pictures-large and distinctive
- Needs a consistent, war, soft and loving environment to develop sense of trust
- Critical to meet infant's needs
- Learning concept of object permanence
- Concept development and verbal skills require talking a good deal of the time when relating to infant and older children
- No sense of sequential time
- Need experiences that show cause and effect, action and reaction
- Self esteem begins with infant's actions that cause something to happen
- Begin imaginative play and develop ways to express themselves and relate to others

2-YEAR-OLDS AND YOUNG 3's

- Always on the go- prefer to run and climb
- Beginning to develop a sense of danger
- Easily frustrated- upset when events do not meet expectations
- Developing independence- says "Me do it." or "NO," but still dependent, too
- Learning to be more helpful and responsible
- Beginning to take care of dolls and act out familiar scenes
- Experimenting with art materials
- Developing control of finger and hand muscles
- Acquiring interest in playing with other children
- Learning language rapidly
- Enjoy leaning and using new skills

OLDER 3 AND 4-YEAR-OLDS

- Test physical skills and courage- have some sense of caution
- Like to play with others
- Share and take turns sometimes- cannot wait long
- Talk a lot- are silly, boisterous, using shocking language
- Very interested in the world- ask lots of questions

5 AND 6-YEAR-OLDS

- Becoming more outgoing, sociable
- Like to play cooperatively
- More interested in making final product
- More comfortable about physical skills
- Able to use words to express feelings and cope with situations
- Like grownup activities
- Still may need adult help to calm down
- Take care of dressing and other personal needs
- Prefer realistic work toys
- Interested in numbers, letters, reading and writing
- Still need reassurance and affection
- Curious about people and how the world works

FROM 7- 10-YEAR-OLDS

- Bound in concrete thinking but moving toward more and more complex and abstract thinking processes
- Necessary that learning still be done by physical means with objects that can be seen, touched or manipulated
- Can think in a systematic manner
- Consider another point of view
- Take in several aspects of a situation at once
- Consider past present and future
- Accomplishment is vital and related to rise in sense of competence and worth
- Chores are enjoyed
- Collector and gatherer
- Has enough ego strength, confidence and conscience to follow rules and play in teams

EARLY ADOLESCENTS

- Shift in dependency from parents to peers
- Increasing concern with appearance, sex, popularity and athletics
- Questioning of values and norms
- Reduced tolerance and empathy
- Transition from formal to operational thinking
- Abbreviated attention span
- Interested in everything and nothing to a great degree of depth
- Conflicting behavior a part of growth process

Presented by:

Wanda M. Strother
Business and Community Partnership Coordinator

Characteristics of Early Adolescents

- **Social**
  - Shift in dependency from parents to peers
  - Increasing concern with appearance, sex, popularity and athletics
  - Questioning of values and norms
  - Reduced tolerance and empathy

- **Intellectual**
  - Transition from concrete to formal operational thinking
  - Abbreviated attention span
  - Interested in everything and nothing to a great degree of depth

Implications for Schooling

- Provide a bank of concrete experiences in each discipline
- Provide opportunities for practice
- Emphasize writing across the disciplines
- Call for presentations, projects, performances, portfolios
- Structure these to graduate in difficulty level and in complexity
- Attend to differences in learning styles

Adolescence Developmental Tasks

Robert J. Havighurst: **Specific challenges**

1. Accepting one's physique and using the body effectively
2. Achieving a masculine or feminine role
3. Achieving new and more mature relations with agemates of both sexes
4. Achieving emotional independence of parents and other adults
5. Preparing for an economic career
6. Preparing for marriage and family life
7. Desiring and achieving social responsible behavior
8. Acquiring a set of values and ethical system as a guide to behavior- developing an ideology

Adolescent Characteristics

Thirteen - Eighteen

Physical development

pubescence-endocrine glands release hormones into bloodstream

rapid growth and development

hands and feet outpace the rest of body

temporary clumsiness

weight increases

primary and secondary sex characteristics

often exaggerated self consciousness

hypersensitivity to body image

mood changes

Sexual development

biochemical changes=increase in sexual drive and feelings

new found emotions may produce confusion and anxiety

influenced by parents, peers, friends, the press, television, radio, cultural expectations and stereotypes

better informed, but coping still difficult

many have first expression of sexuality through masturbation

- greater acceptance of sexual relations outside marriage
- trend toward having sexual relations at earlier age (thirteen-fifteen)
- development of gender identity
- sexual behaviors-hugging, kissing, light petting, heavy petting, and coitus
- questions concerning being normal, homosexuality, menstrual hygiene, nocturnal emissions, contraception, abortion, parents' sexual behavior, and acne

Cognitive development

- generate hypotheses
- reach logical conclusions
- systematically solve complex problems in concrete or abstract form
- environmental influenced
- egocentrism
- realistic self-concept

Moral development

- *Level One - pre-conventional*
  - Heteronomous morality
  - Individualism, instrumental purpose, and exchange
- *Level Two - conventional*
  - mutual interpersonal expectations, relationships, and interpersonal conformity
  - social system and conscience
- *Level Three - Post conventional or principled*
  - social contract or utility and individual rights
  - Universal ethical principles

Personality development & social behavior

- *parents*
  - styles: authoritarian, permissiveness, democratic
  - parental absence
- *peer relationships*
  - friendships
  - types: clique, crowd, gang
  - heterosexual relationships and dating

- *Identity and self-concept*
  - culture
  - individual view of her/himself
  - attitudes
  - feelings
  - beliefs
  - perceptions
  - values
  - behavior uniquely one's own
- school
- church

Key Student Development Issues

1. In the Classroom

- Communications skills (reflection)
- Sense of time (understanding of self and others)
- Knowledge of work
- Analysis
  - critical thinking
  - problem-solving
- Ethical Development
  - identifying values
  - clarifying values
- Reading, writing

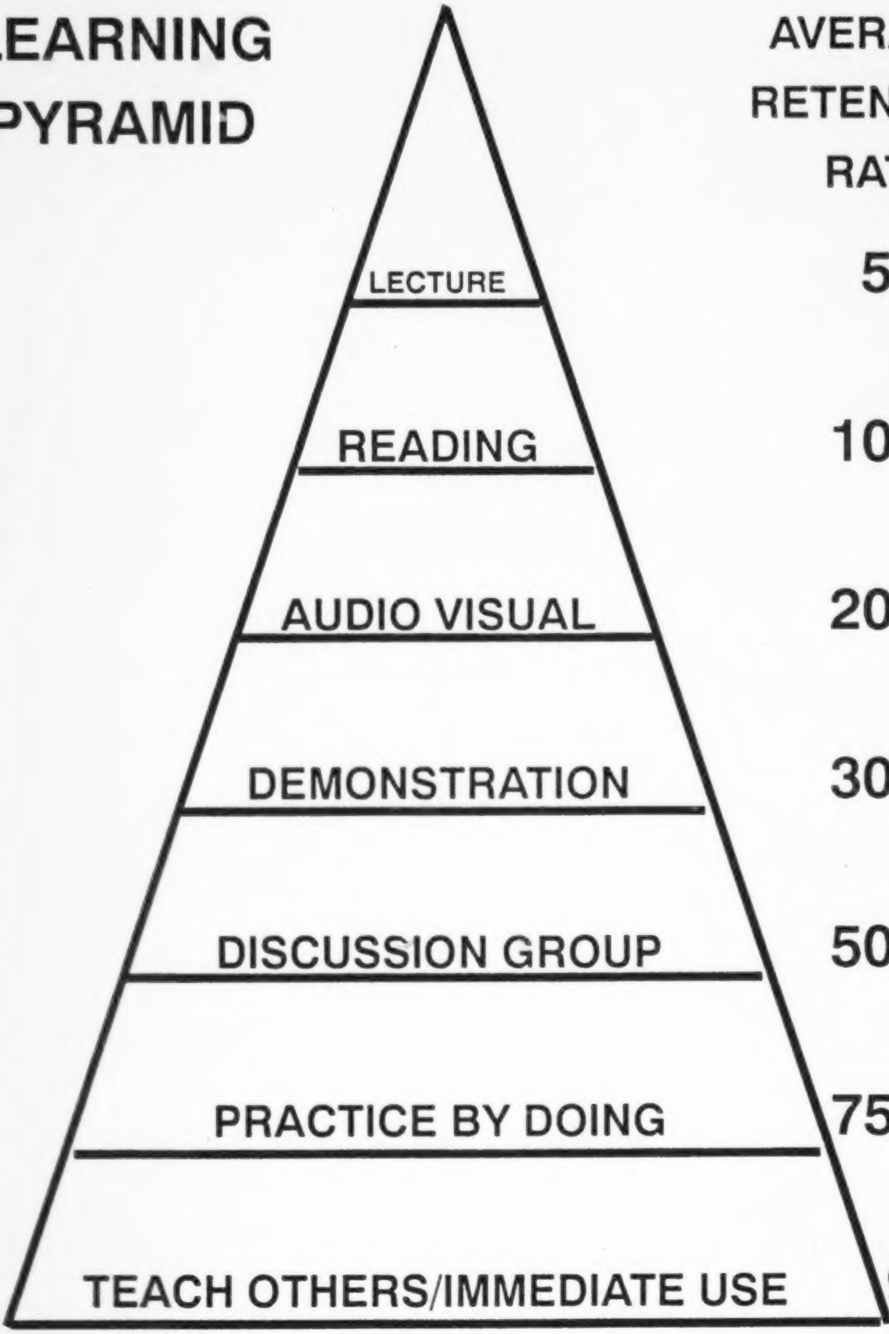
2. Out of the classroom

- Emotional maturity
- Development of values
- Career development
- Leadership/group skills
- Self-awareness

3. Pay attention to the differences "ways of knowing" and "ways of being" for women and minorities

- Silenced
- Dualistic knowing
- Subjective knowing
- Tough-minded knowing

LEARNING PYRAMID



	AVERAGE RETENTION RATE
LECTURE	5%
READING	10%
AUDIO VISUAL	20%
DEMONSTRATION	30%
DISCUSSION GROUP	50%
PRACTICE BY DOING	75%
TEACH OTHERS/IMMEDIATE USE	90%

National Training Laboratories Bethel, Maine
NYSED Effective Classroom Management and Teaching

Bibliography

Arthur Combs.	*Perceiving, Behaving, Becoming* *Myths in Education* *The Professional Education of Teachers*
Beane, J.	*Affect in the Curriculum: Toward Democracy, Dignity and Diversity.*
BredeKamp, Sue.	*Developmentally Appropriate Practice in Early Childhood Programs.*
Eichorn, D.	*The Middle School.*
Louis Raths.	*Teaching for Learning* *Meeting the Need of Children* *Teaching For Thinking* *Values and Teaching*
Ryan and D.	*The Middle School.*
William Purkey.	*Self Concept and School Achievement*

COMMENTARY

Teaching Social Skills to At-Risk Children

In Maggie's American Dream: The Life and Times of a Black Family, *James P. Comer uses autobiographical narratives prepared by his mother and himself to identify the "strategies and strengths" by which many minority families have overcome disadvantages.*

From his perspective as professor of child psychiatry and director of the school-development program at Yale University's Child Study Center, Dr. Comer contrasts the experience of his family with that of black families that have not been able to surmount such barriers.

Drawing on his experience as leader of a collaborative school-intervention project in New Haven, Conn., he suggests that schools can help at-risk children develop the social as well as academic skills necessary for success.

[illegible]

By James P. Comer

By the time [the civil-rights movement and increased opportunities for blacks] occurred, in the mid-1960's, it was already the middle of the last stage of the industrial era. And many families were already experiencing the effects of three generations of exclusion and dislocation—South to North, rural to urban.

Many did find a way to survive and thrive under the changed conditions. My family, and my father's family before us, are examples.

At the other end of the spectrum, some black families were traumatized by slavery and the oppressive conditions after slavery, overwhelmed by life in the margins of society. The harmful habits that resulted were transferred from generation to generation. [Examples include] the people who have destroyed housing projects and who are overrepresented in all kinds of crimes and mental disorders.

But most black families are not this seriously disturbed. Most of the children are quite able. . . .

On the other hand, their parents have not been a part of the societal mainstream. They often cannot give them the experiences necessary to get off to a good start in school even though they want them to succeed. Some are under economic and social stress, and are unable to do so even when they know what is needed. This was the situation for many of the children at our elementary schools.

American education is structured to serve children who have had the average family experience or better. Teachers are not trained to work with children who have not had such an experience. In the selection of teachers, little attention is given to their ability to work with other than mainstream children.

As a result, when children present themselves to the school with behavior that is useful to them on the playground or in a housing project but gets them in trouble in school, they are often viewed as bad rather than underdeveloped, or developed for activities other than school.

Without training, the response is to punish the bad behavior rather than to close the developmental gap. Children who have not been read to, helped to learn how to think or express themselves, and don't show good problem-solving competence and confidence are often viewed as slow, with limited academic-achievement potential.

Teachers want to be successful professionals. Troublesome behavior and limited intellectual ability are often viewed as obstacles to their professional goals. It is more difficult for school staff to have high expectations for such children.

Teachers have difficulty making a positive emotional bond to such children and, in turn, children to such teachers. This makes it difficult for these children to accept the attitudes, values, ways of the school. In fact, these conditions often cause children to feel rejected, to test the staff, to do the opposite of what the staff asks of them—learn and behave appropriately—or just to withdraw emotionally.

My white 3rd-grade teacher held my hand as we walked to school. But because my black friends didn't have the preparation and support to take on the ways of the school—reading library books, in this case—she told them that they shouldn't be in the school. I was hurt and confused, but didn't reject her or learning because my parents, in word and family ethos, told me I could not.

In schools with many underdeveloped children and school staffs unprepared to help, such incidents are more frequent and lead straight downhill for all involved. Parents who had hoped that the school would give their children a better chance than they themselves had, but suspected that it wouldn't, have their worst fears confirmed. They often react angrily, withdraw emotional attachments, or literally stay away.

When there are racial, educational, and income differences between home and school, distrust and anger are even more likely. And because the school staff is rarely a natural part of the community, as it was in many places only 30 or 40 years ago, the distrust is even greater. All of these factors were at play in the Baldwin and King schools.

One of the reasons that school staffs are ill-prepared for children outside of the average expected, or mainstream, experience is that educational reform in the 1930's and 1940's focused on academic standards and content rather than on child development and relationship issues. "Sputnik" in the 50's, or interest in high technology, exacerbated this problem. All of the educational-reform talk and reports of the past few years ignore child development and relationship issues.

And yet when you ask school teachers and administrators what is wrong, they say, "A lack of respect, discipline, motivation"—all relationship issues. When you ask high-school students why they didn't do well in school, or left, the most often heard complaint is: "The teachers don't care"—a relationship issue. The question I most often hear from school staff about parents is: "How do you get parents to participate in the school program?"—a relationship issue.

□

At Baldwin-King, we had to overcome deep-seated distrust and limited relationship skills among all involved. We created an administrative team for each school that was made up of 12 to 14 members and headed by the principal. Such a group is still the critical element of our school-improvement approach. Teachers selected by other teachers, parents selected by parents, and representatives of other programs in a school serve on the governance and management team.

Step by step, the group identified the most pressing problems and the greatest opportunities, made plans to address them, implemented their plans, assessed the outcomes, and modified the program of the school as indicated. They worked in three areas—social climate, academics, and staff development.

The other important elements of our program were and still are the mental-health team, the parents program, and the teaching and curriculum program. . . .

One night while thinking about our future pr[illegible]rection, I was having dinner with my wife and chil[illegible] in a restaurant looking out on the Rockefeller Plaza skating rink in New York City. A child of about 2 was being taught how to skate. His father placed him up on his skates, showed him how to move, and then skated away. The child took a step and fell. The father circled the rink, returned, propped him up, coached him, and skated away again.

This was repeated many times; each time the child made a little more progress. Before long, he was moving along cautiously without his father, gradually improving.

I was aware that many of our students did not have good mainstream social skills. It occurred to me that such skills can be taught when the kind of trust and confidence exists between teacher and pupil that existed between that child and his father.

My siblings and I got along well in school because we had good social skills. We knew when to fight and when not to fight. We knew how to protect our rights in ways other than fighting. But again, we weren't born wise in skills. We were carefully taught and *strongly encouraged* to develop the needed skills and personal controls. We had many opportunities to use them at home, at church, and among friends before our skills were tested and judged in school. When we failed, we were given sympathy and encouragement to try again.

This is what happens to most children. But who helps children whose parents themselves have not had such experiences, or who live under such stress that they cannot provide them even when they know what needs to be done? Why not the school?

It was my own family experience, my knowledge of child development, and our experiences in the first five years of the project that led us to focus on social development and social skills. These are things that many educators take for granted, or feel have no place in the program of the school because they themselves received such skills and [illegible]nce at home.

We argued that the school can and should teach students to present themselves as well-behaved, bright, and able. This, in turn, would permit the teachers to care about, believe in, and have hope for them. ■

From Maggie's American Dream: The Life and Times of a Black Family *by James P. Comer.* *Copyright © 1988 by James P. Comer, M.D.* *Reprinted by arrangement with NAL Books, an imprint of NAL Penguin Inc.*

BEST COPY AVAILABLE

COMMENTARY

Teaching Integrity: The Boundaries of Moral Education

By Edwin J. Delattre

Thomas Teague

It is possible to train and habituate the young with respect, generosity of spirit, and intellectual honesty. . . . and to help them learn to think with real acumen and rigor.

A recent *Wall Street Journal* article on education bore the headline, "Schoolteachers Say It's Wrong-headed to Try to Teach Students What's Right." This view is not new. Four years ago, *Newsweek* magazine described "morals education" as "a minefield" and asked "whose values" are to be taught.

Teachers and administrators who object to moral education express fear of stirring unwanted controversy within diverse student populations and families. Some refuse, as a matter of principle, to teach values—on the grounds that moral education destroys separation of church and state. Others insist that "it would be dangerous, sad, and boring to have one view of morality imposed on our people."

No one familiar with programs that have been foisted upon schools, teachers, and students under the banner of "values" or "moral" education can be entirely unsympathetic to these fears and concerns.

Some programs, such as "values clarification," are based on a mindless reduction of morality to a matter of personal and arbitrary taste. Students are taught that whether you like genocide or bigotry is roughly the same as whether you like broccoli. Schools are clearly better off avoiding such dangerous folly, especially because these programs teach students nothing about the real nature of principled judgment and conduct.

Other programs are impositional, in the sense that they make pronouncements about morality that are ill-informed, dogmatic, and highly questionable. I have seen students told that there are clear litmus tests for identifying decent people—including where they stand on the rightness of abortion, of homosexuality, or of specific U.S. foreign policies.

Such pronouncements thwart students' learning the undeniable fact that decent and conscientious people can disagree about complex questions of conduct and policy. They are therefore an affront to intellectual honesty and do not belong in schools. Programs with this tone mislead in another way: students deserve to learn that no matter what views individuals hold on complex questions, they may still be deplorable people in their habits of daily life and therefore unworthy of respect and admiration. After all, a person who betrays the trust of others through insider trading is contemptible no matter where he or she stands on abortion.

What this array of harmful and benighted programs shows is that "moral education" can be and frequently has been done badly. But since virtually everyone knew that already, this was never one of the fundamental questions about moral education.

The fundamental questions for centuries have been these:

- What is morality?
- Can morality be taught?
- Can morality be learned?
- Can adults possibly avoid influencing the moral habits and attitudes of the children and youths who keep company with them?

Despite popular prejudices and confusions, these are not unanswerable questions. Broadly put, morality is the achievement of good character and of the aspiration to be the best person you can be. But what is good character and what kind of person should one aspire to become?

The answers are that a good person is one who has integrity and that all of us should aspire to achieve integrity as fully as we can. Literally, integrity means wholeness—being one person in public and private, living in faithfulness to one set of principles whether or not anyone is watching. Integrity is to a person as homogenization is to milk—a single consistency throughout.

But this answer remains too general, because a person can, unfortunately, have *bad* character in both public and private; a person can be rotten in dealing with strangers and family alike. So, what kind of wholeness is genuine integrity and thus worthy of respect and emulation?

First, it is the habit of treating other people fairly—giving them equal initial consideration—just because they are people, and without regard to race or ethnicity or gender. The habit of recognizing other people as important in themselves—and not as objects to be used merely for our own gratification—is called justice. It means being able to see things from inside the skin of other people, and no one can do that who hates others because of their skin. It also means making decisions from the *principle* that everyone deserves to be treated fairly by our daily conduct. Where the habit of justice becomes second nature, it inspires the habit of compassion—the habit of real sensitivity to the pain or suffering of others.

Second, it is the habit of controlling ourselves amid promises of pleasure, and of confining ourselves to healthful pleasures that are not selfishly sought at the expense of others. This habit is called temperance.

Third, it is the habit of controlling ourselves amid threats of pain or loss—facing up to clear duties even when doing so risks adverse peer pressure or loss of some other kind. This is the habit of courage, and it must be distinguished from cowardice and also from the recklessness to which the young are frequently inclined.

Fourth, it is the habit of gathering evidence conscientiously and relying on it in reaching conclusions and decisions, and the habit of not using deception to manipulate other people for ulterior purposes. These are the habits of intellectual and moral honesty.

Now, suppose that a person achieves such habits, achieves a substantial degree of integrity. Where will that person stand on abortion? Is it right? Is it wrong? Should it be illegal? Where will the person stand on affirmative action—on the ascription of rights to individuals and of rights to groups?

We cannot know where the person will stand. We can know only that the person will take such questions seriously and seek to answer them conscientiously and with rigorous, logical reasoning and deliberation. We can know that the person will extend humility toward others who are likewise decent enough to be serious. We can know that a person of integrity will understand that morality is above all a matter of taking life and its conduct seriously and will feel kinship toward others who show such seriousness in their lives. This, students should have the chance to witness and to grasp.

Can morality be taught? Can it be learned? Since achieving integrity or character excellence is a matter of forming habits, and since both good and bad habits can be formed only by repeating actions over and over again, morality cannot be taught. But because people can become habituated by repeated behavior under responsible and loving training and supervision, the habits of morality can be learned.

Moreover, it is only when such habits have been learned, when the habit of giving consideration to other people has become second nature, that anyone can recognize moral problems, issues, and dilemmas as problems worthy of attention and reflection. For a person who has achieved no habits of justice or temperance or courage, questions of whether to take unfair advantage of others, where to stand on abortion, whether to use illegal drugs, whether to go along with the prevailing fashions of peer pressure, and so on, are not questions at all. At most, conversation about them will be only a word game—perhaps a contest to see who can be most clever—insubstantial and without meaning or consequence.

It is for this reason that putative moral education consisting of classroom discussion of controversial issues and putative dilemmas begs all questions of moral decency and moral motivation. *Real* moral deliberation presupposes learning habits of integrity; what can be *taught* is the principles of intellectual rigor and reliable thought as they are applied to questions of all kinds—in philosophy, the sciences, history, literature, theology, and all the other disciplines of inquiry and discovery. This, surely, no administrator, teacher, or school worthy of the name would ever seek to evade. Neither would any responsible educator shirk teaching that respect for pluralism and disagreement does not embrace mindless tolerance of behavior and attitudes that are transparently unjust (such as racist supremacism of every kind), or selfishly intemperate (such as violent criminality against others), or manipulatively dishonest (such as cover-ups of corruption), and so on.

Finally, is it possible for adults to be value neutral, to avoid all influence in the formation of the moral and intellectual hab-

Continued on Page 44

Edwin J. Delattre is the Olin Scholar in Applied Ethics at Boston University's school of education.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

SPEAKING OUT

Biggest reform: Get kids to behave

By William D. Ward

'In more than 15 years of consulting on classroom management, I have seen many out-of-control classes turned around in days and maintained for months.'

David Cowles Gannett Rochester Newspapers

Everybody complains about education, but nobody does anything about it — anything that works, that is. Many reforms have been proposed, but few have been logically developed. We need a more systematic approach.

Among other things, the reformers have proposed to extend the school year, require more homework, increase graduation requirements, regroup grade levels, establish a national core curriculum, involve parents more, use school-based planning, give teachers more power, raise teacher salaries and spend more money.

These are not meaningful reforms but mere policy statements that fail to address the basic problems.

The problems are that children are disruptive and don't pay enough attention to their academic work. The task of reform is to change this behavior.

But the above proposals don't tell us how to do it. The causes of student behavior are not addressed.

As a matter of fact, student behavior is not even mentioned. Teachers need tools that will induce children to behave themselves and to gain academic competence. Such tools are available. They're associated with established learning principles.

THE MOST important principle is that rewarded behaviors recur, and unrewarded ones decrease in frequency. This, of course, indicates that disruption is rewarded in our schools and that attention to academic tasks is not. These conditions must be reversed.

First, teachers should set down some rules — students must stick to their work, get permission to leave their seats, etc. Teachers must make clear that disturbing others, daydreaming and such are not acceptable.

Teachers should also identify the incentives they can use to control student behavior. Depending upon the grade level, these may include recess, free time, special projects, social and athletic events, and numerous other common activities.

They should let students know that they will give or withhold these things based on the way students behave.

This process can be deceptively complex, since many of the rewards that affect what children do are subtle and not under the control of t[illegible]cher.

Students who enga[illegible]isruptive behavior may win strong approval of their peers — a potent reward. But the details of how to implement an incentive program have been worked out and have been widely published and documented.

In more than 15 years of consulting on classroom management, I have seen many out-of-control classes turned around in days and maintained for months.

For example, in a sophomore class, several students arrived at least five minutes late every day. While class was in session, the members talked to each other at will, often from across the room, and left their seats as they wished. They threw paper wads and sometimes left cl[illegible]without permission. The teacher r[illegible]y pleaded, cajoled, scolded and th[illegible]ed, but was ignored.

She undertook an incentive program and established the following rules: arrive on time, be prepared, work and don't disturb others. She made several referrals to after-school detention and gave the class points for following the rules.

For a certain number of points, they could enjoy a five-minute free-time period at the end of the class or a 15-minute class party on Friday afternoon. Individuals in the class were given raffle tickets for exemplary behavior. Rock records and posters were periodically raffled off.

Within two days, improvement was obvious and, within a week, there were virtually no disruptions or detention referrals, and work completion was very high.

WE HAVE KNOWN for many years how to get children to behave.

Fifteen years ago educators from Emory University and the Atlanta schools published the results of their study of an incentives program involving 730 students in the first through eighth grades in Atlanta's inner-city schools.

The project was called "Success Environment." Individualized instructional methods were used, and the teachers rewarded good behavior and withheld rewards for disruption and indolence.

The class rules included: stay in your seat, work hard, pay attention and raise your hand to speak.

The token rewards were checkmarks on "reward cards," which could be cashed in for time in the activity rooms.

The activities provided include games, comic books, sewing kits, tinker toys, puzzles, and records for listening and dancing. The children could also earn the privileges of being playground monitors or chalk-board monitors. Those in the incentive program were compared with others who received no special attention.

The children in the project significantly out-gained the comparison groups on almost every measure. But the most impressive findings occurred for the fourth graders, 81 percent of whom participated for two consecutive years.

The students in the program showed a 20-point IQ gain, their language improved four times as much as those who did not take part in the program, and their reading and math achievement increased 3.2 and 3.4 years respectively.

The project pupils disrupted their classes half as often as their comparison students did, and their anxiety-scale scores improved by factors of 2.4 to 9.0.

There is little doubt that students behave well when teachers use incentives consistently and wisely. We don't need more policy statements. We need to teach children that it pays to behave and pay attention.

Ward is psychology profess[illegible]ritus at SUNY Brockport.

CHILD DEVELOPMENT II

Some Children Are.....

Some children are brown
like newly baked bread,
Some children are yellow
and some are red,
Some children are white
and some almost blue –
Their colors are different –
the children like you!

Some children eat porridge
and some eat figs,
Some children like ice cream
and some roasted pig!
Some eat raw fishes
and some Irish stew –
Their likings are different –
the children like you!

Some children say "yes"
and some say "oui."
Some say "ja"
and some say "si,"
Some children say "peep"
and some say "booh" –
Their words may be different –
the children like you!

Some children wear sweaters
and some rebozos
Some children wear furs
and some kimonos,
Some children go naked
and wear only their queue.
Their clothes may be different –
the children like you!

Some children have houses
of stone in the streets,
Some live in igloos,
and some live on fleets,
Some live in old straw huts
and some in new –
Their homes may be different –
the children like you!

Some children are Finnish
and some from Japan,
Some are Norwegian
and some from Sudan.
Oh yes, we have children
in valley, on pike.
Their countries are different –
the children alike!

Oh, if they could dance
and if they could play
Altogether together
a wonderful day!
Some could come sailing
and some could just hike!
So much would be different
the children alike![2]

Jo Tenjford Oslo

The 10 Biggest Myths About The Black Family

By Lerone Bennett Jr.*

IN PROPAGANDA against the Negro since emancipation in this land," W.E.B. Du Bois said, "we face one of the most stupendous efforts the world ever saw to discredit human beings, an effort involving universities, history, science, social life and religion."

Nowhere is this more clearly visible than in the pervasive and continuing effort to discredit Black fathers, mothers and children. And it is scarcely possible to understand the problems and enduring strengths of the Black family if we do not at the least make an effort to understand and dispel the misconceptions, myths and outright lies men and women have invented to hide themselves from Black reality and American racism. There are, of course, scores of misconceptions about Black sexuality and Black kinship networks, but the vast propaganda campaign against the Black family is generally organized around ten major myths.

1. Raw and uncontrolled sex, according to the biggest and most pervasive myth, is at the root of the Black family problem.

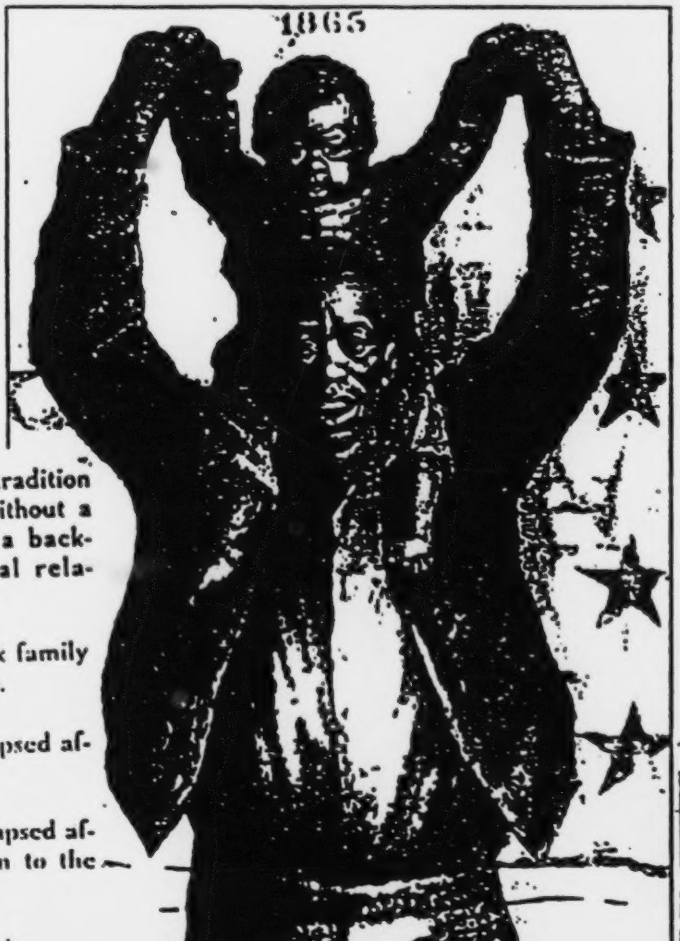
2. The root cause of the problem, according to the second most widely disseminated myth, is loose morals.

3. Blacks lack a family tradition and came to America without a sense of morality and a background of stable sexual relationships.

The bonds of the Black family were destroyed in slavery.

5. The Black family collapsed after Emancipation.

6. The Black family collapsed after the Great Migration to the North.



Charles White's painting for *The Shaping of Black America* celebrates the Black family spirit.

7. The Black family is a product of White paternalism and government welfare.

8. The Black family has always been a matriarchy characterized by strong and domineering women and weak and absent men.

9. Black men cannot sustain st [illegible] relationships.

10. The history of the Black family is a history of fussin' and fightin' by hard-hearted men and heartless women.

Black America Suffering From Media Emphasis On Negatives

UNIVERSITY PARK, Pa.—The American media has focused so much on the misery of Black America that many young Blacks feel its abnormal to succeed, said a renown poet, publisher and Black history educator during a recent visit to Pennsylvania State University.

Haki Madhabuti, editor of Third World Press and director of the Institute of Positive Education in Chicago, said too many Black Americans have gone through a series of brain mismanagement due to overwhelming numbers of negative media reports and several hundred years of racism. He called for young Blacks to take education seriously, graduate from college and start their own businesses and business networks. He also urged them to go back to Black inner-city neighborhoods and urge others to continue the pattern.

"American society is structured to destroy Blacks," he observed. "Every day, material is published on Black misery. Black misery has always made good copy."

HAKI MADHABUTI

Madhabuti contends that too many Blacks turn to experts and scientists who reinforce negative aspects about Black society without totally understanding Black history and culture. He says that while the solution for changing the misdirected course of Black America is difficult to answer, for starters Blacks should concentrate on the letter "S."

"We can move to another level of thinking if we concentrate on the figure eight, infinity sign or the S curve," Madhabuti said.

Among the highlights of the letter "S," Madhabuti stressed that Blacks be self confident, serious about education and success, sharing of life's experiences with others, seeking of better relationships in churches, family and friends and be able to maintain strength to keep trying to succeed when others say they can't.

Motivating Black Children

Every child needs to know their own identity. There is no use teaching the child United States history if you have not first taught them their own history. We begin by teaching self and family, then extend the teaching to the community, neighborhood, nation, race and world. These concepts, called the seven levels of unity, are taught the child in the order of their importance.

We asked our children to go around their neighborhoods asking adults who they thought they were. The children came back with seven different answers. They were "Afro-Americans, Blacks, colored, Negroes, Africans, Bilalians and Americans." The number of answers reflects what exists in our neighborhoods and what we pass on to our children. Five of the answers do not reflect a source of origin. The other two are Afrikan and American. *American* cannot be correct because the roots or origins of Black people were not in America but in Afrika. We feel that 'Afrikan' is the best answer because your identity comes from a land base. Germans are Germans because their roots are in Germany. For us there is a difference between *who you are* and *where you were born.* If you were born while your parents were traveling overseas, in Korea or Vietnam, this would not make you Korean or Vietnamese. After children know who they are they then have the motivation to learn about others.

But beyond identity, the curriculum must be relevant. It is no accident that our children fail math in the classroom but compute the cost of dope on the streets with no problem. We must illustrate how everything we do inside the classroom relates to their present and future experiences. What sense does it make to learn about Shakespeare, George Washington, Mars and algebra if you do not learn some application of this information to your daily lives? We must ask ourselves: Do we teach concepts because they were taught to us? Because that's all we know? Or because we feel the children should learn them?

Motivation, then, can be achieved by giving children:

1. A sense of their past and their place in the world community;
2. A sense of self identity and pride; and
3. A sense of purpose in their daily activities.

Parents Influence Children's Preparation For Future Careers

Government funded employment programs are being cut back. Employment opportunities in industry are scarce. The automobile industry is traditionally the backbone of the economy; but several factories have closed. Others from time to time lay off workers. These closings and layoffs put steelworkers, tire makers and people in related occupations out of work, too. Locally, Rochester Products and Delco have had to trim their work forces. But that has also happened in non-automobile related companies–especially Kodak and Xerox.

Economic recovery might well depend on how sensitively U.S. businesses pursue the selling of their goods and services to foreign countries. American corporations nterested in employees who will study language and customs of the country in which they are seeking new business. They also want employees with strong reading, writing, speaking and math skills, and appropriate attitudes about the nature of work. Far too many youths are deficient in both.

The school is mainly responsible for developing strong math and verbal skills in young people. The family carries the major responsibility for developing attiitudes about the nature of work. School and family are not collaborating enough and are thus failing our youth.

The cost of such failure is quite serious. More than half of the City School District's students are black. Figures consistently show unemployment among black youths to be more than twice that of white youths. About eight of every ten Monroe County white teenagers with jobs live in non-poverty areas, mostly in suburban areas. By contrast, only about one in every ten black teenagers live in suburban areas. But only a small percent of them are employed. More than half of the black teenagers live in central cities but less than half of them find jobs.

The youth unemployment issue is of se part of the adult unemployment e. Unemployment is more closely associated with the schooling blacks receive than it is with whites. Moreover, the higher unemployment among black adults means that black adults continue to experience more difficulty in helping youths acquire the best attitudes for acquiring and holding a job.

Young people's (black and non-black) motivation for career preparation is thus drawn more from television–the hope that portrays success in terms of exotic perfumes, sleek automobiles and ice cold Pepsi Cola at the beach. Emotional investment in one's community is at odds with the TV message to GET THINGS. The so-called bright kids are encouraged to adopt the values of the status-seeking corporation executive. Other kids understand that they are to get it–money (for things)–the best way they can. That's dangerous.

Many students are, or will become part of the Rochester unemployment scene. Parents and school people must work together to uncover more effective career guidance approaches. These ap proaches must be of a quality that PARENTS CAN USE to guide their children in becom ing aware, in exploring, and in making effective decisions.

By grade seven, parents should be help ing their children identify one or more adults with skills in a career the child has some interest in. That may not turn out to be a child's chosen career. But through personal involvement with such adults children learn about habits, attitudes and preparation for work. It's a subject that the Parent Educa tion and Training Program is prepared to help parents explore.

The parent is the key person in making any strategy work. Parents have the task of keeping the feet of all of those employed by the schools to the fire. Parents also must take the lead role in helping children to organize the way they look at life and what they want their future lives to be.

Winter is coming on, but without plann ing and work it will be a cold June.

> Not that success,
> for him, is sure,
> infallible.
> But never has
> he been afraid to reach.
> His lesions are legion.
> But reaching is his rule.
>
> Gwendolyn Brooks

BEST COPY AVAILABLE

The Home Visit—An Irreplaceable Tool

Mary Joyce Love

The countdown was on. School would begin in 21 days, but my teaching had already begun with visits to the 24 new 1st graders assigned to me.

For Alice, too shy to talk, my presence in her home became a bridge to the classroom. Just before I left, she ventured, "But I can't read." Jessica eagerly fired questions, "reading" a page of pictures she had drawn to remind her of each. Jammi wanted to know *me*: "Do you have a little girl? Where do you live?" Adam earnestly asked, "Will it be hard?" David was concerned: "Will we go to the principal?"

Gerald Stouffer, principal of Fairview Elementary School, Waynesboro, Pennsylvania, had encouraged home visits, providing a list of the names, addresses, and telephone numbers of children in my class. He had also helped refine the purpose of the visits, to communicate a single message: I care about you. The focus would be the child, not the parent or me. My only agenda would be to listen, and relate to, each child.

Curriculum encompasses all that a child experiences in relation to school: it begins with, and is enriched by, a home visit. The child, meeting her teacher on her own territory, knows that she matters. A sense of security ensues, increasing the likelihood that she will work to achieve her potential. She expects more of herself, of her teacher, and of her school experience.

Insights gained in home visits also influence the arrangement of classroom space to reinforce, within the child, a sense of ownership, so crucial to success. A child refers to "my room," "my desk," and "my teacher." It is inevitable that he will look for the photo of himself, taken during the home visit and mounted in an area where he may display his own work. Further, a child with partial sight or hearing, who needs special seating, or a child who is mainstreamed—both enter the room with a bond of belonging; they know their teacher.

First-day-of-school "surprises," ranging from the perplexing (the battery in Jim's artificial arm was dead) to the catastrophic (Bonnie had a seizure, and the other children were alarmed) were easier. I was prepared. Family crises, during the school year, involving a latchkey child or a child of poverty, divorce, separation, or abuse also can be dealt with more effectively when the teacher has made a home visit prior to school.

Principals who encourage and even require the making of home visits find that parents are more likely to become allies with the teacher and the administrative staff on behalf of the child's learning experience. Parents who welcome a teacher into the home gain a more positive attitude and are more supportive of the school. In our case, a greater percentage also become volunteer aides and participate in parent-teacher organizations and school functions.

A brief, informal visit in a child's home once before the start of school and later during the year has a positive ripple effect on everyone concerned. For the child, for the parent, for the teacher, and for the principal—home visits are an irreplaceable tool!

Mary Joyce Love is an educator and writer. She may be reached at 1017 Spring Garden Ave., Berwick, PA 18603.

Meeting The National Goals

Last February, President Bush and the governors established a set of national education goals. The Gallup Organization recently asked nearly 1,600 adults if they believe it's likely that the nation will meet them. Here's what they think:

The Goals

A. By the year 2000, all children in America will start school ready to learn.

B. By the year 2000, the high school graduation rate will increase to at least 90 percent.

C. By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matters, including English, mathematics, science, history, and geography. In addition, every school in America will ensure that all students learn to use their minds, in order to prepare them for responsible citizenship, further learning, and productive employment in a modern economy.

D. By the year 2000, American students will be first in the world in mathematics and science achievement.

E. By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.

F. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

How Likely Are They To Be Met?

Goal	Very Likely	Likely	Unlikely	Very Unlikely	Don't Know
A	12%	38%	33%	12%	5%
B	10%	35%	37%	12%	6%
C	9%	38%	36%	12%	5%
D	6%	23%	41%	24%	6%
E	7%	25%	42%	21%	5%
F	5%	14%	40%	36%	5%

Source: 22nd Annual Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools.

Love called key to child's success

Author charts progress of black students

By Elaine Adams
staff writer

Reginald Clark didn't believe social scientists like Daniel Patrick Moynihan, who in the early 1970s ascribed the failure of black schoolchildren to poverty and single-parent homes.

He didn't believe it because he had seen too many people leave impoverished, broken homes to lead dynamic, successful lives.

So the graduate student set out to prove his own theory in the neighborhoods of Chicago.

"Clearly it was not simply an issue of how much money the parents were getting or how many parents there were in the household," Mr. Clark said Saturday in a talk at the Plaza Library.

"The achievers, the kids who were doing best in spite of their negative circumstances in their communities, tended to have parents who were centrally involved in the process of cultivating their talent. . . . These parents first of all made sure they helped the child develop a sense of identity as a person and as a learner, and in fact worked to help the child believe he was possessed of power as a learner.

"Central to all of this going on," he added, "was a tone of love and affection . . . The parents were making great efforts to communicate to the child in a spirit of warmth, admiration, respect."

Mr. Clark, who studied 16 families in Chicago, compiled his findings in a book published last year, *Family Life and School Achievement: Why Poor Black Children Succeed or Fail.* The author, who holds a doctorate, teaches at Claremont Graduate School in Claremont, Calif.

He said the Chicago study and subsequent research have convinced him that simply desegregating schools will not raise black achievement because children learn as a result of the relationships they develop with whomever they meet.

"Busing in and of itself and desegregation in and of itself is not going to solve anything without dominant attention paid to the nature of the relationship between the teacher and the parent, the teacher and the student and the administrators of the school and their teachers," Mr. Clark said in an interview after his talk.

Mr. Clark offered examples of how parents can empower their children to learn:

- By giving them increasingly complex tasks to perform, like selecting groceries or cards, and asking them to provide reasons for their choices.
- By praising the child for his abilities and accomplishments.
- By showing him through nicknames that he is loved for being himself. One child he met was called "My Lovable Bunch of Stuff."
- By participating in the child's life into the teen years—attending movies or plays with him, for example.
- By visiting the child's school often and securing whatever help he needs to succeed there.
- By balancing leisure ac[illegible]ties with homework, chores, w[illegible]ing, reading and adult conversation.

"The underachievers," Mr. Clark said, "would spend most of their time after school and on weekends watching TV, playing with friends, talking on the telephone.

"The balanced activity schedule works because it exposes a kid to a wider range of experiences, a wider array of words, ideas, images and situations that would open up more possibilities for movement into . . . the work place and into higher education."

Mr. Clark said the presence of a second parent could either enhance the child's development or undermine it.

BEST COPY AVAILABLE

Why flunking kids is a failure

By Bud Howlett

"Why do you think you are having trouble in school?" the psychologist asked Rodney, a 4th-grade student of above-average intelligence.

"Because I'm dumb," he replied.

"Why do you think you're dumb?" asked the psychologist.

"Because I failed kindergarten," admitted Rodney.

Rodney's self-esteem is still damaged from being retained in kindergarten. Chances of his completely recovering psychologically are slim indeed. The chances of Rodney's becoming a dropout are far greater than if he had been promoted with his classmates.

Regardless of the label given to the process of repeating a grade in school or how carefully adults prepared the student, in the eyes of the child it is failure. It causes one of the most serious emotional traumas that a child can experience.

This scenario would be sad if it happened to this one child. It would be alarming if it happened to hundreds of thousands of children. It happens to more than 2 million youngsters each year. And the financial cost exceeds $10 billion annually.

Research on the subject of retention is quite clear. The practice of flunking children or holding them back a grade in school is educationally and psychologically unsound. Why, then, is retention an accepted fact in American schools?

Much has been written in the last decade criticizing the state of education in this country. The widely read 1983 report, "A Nation At Risk," recommended that teachers base promotion on a student's academic progress rather than adhering to an age standard. Tightening of educational standards seemed to be the way to improve American education. The Gallup Poll in 1990 revealed that two-thirds of those interviewed favored tougher promotional standards. The assumption is that stricter standards result in better student achievement. Retention has been offered as a simple solution to a complex problem.

Educators, too, continue the practice with good intentions. They assume that holding the child back a year will provide another year to mature, socially, academically and physically. The student will then have a better chance of success. Teachers observe the youngster the next year and note that there is more progress the second year, not knowing the long-range effect on non-promotion. Nor can they know what would have happened if the child had been promoted.

The commonly held belief by both parents and teachers is that retained students will benefit from the additional year of schooling. However, the child will probably be exposed to the same material and same educational methods that were unsuccessful the first time. According to noted researchers Lorrie A. Shepard and Mary Lee Smith, "The evidence is quite clear and nearly unequivocal that the achievement and adjustment of retained children are no better—in most instances are worse—than those of comparable children who are promoted."

A recent study of 16,412 students conducted by Samuel Meisels at the University of Michigan reports, "Holding children back a grade doesn't help their academic performance later—and may hurt them in other ways." Students who are being considered for retention and are promoted with their peers make progress equal to or greater than the progress made by their retained peers, Meisels found.

The National Association of Elementary School Principals passed a resolution in April of this year that opposed the practice of repeating grades. It stated that the group "believes that such policies deprive the child of age-appropriate relationships, place the child at risk of dropping out of school and adversely affect the child's self-concept and level of confidence."

There is tremendous pressure on teachers to hold students accountable for grade-level standards. What should be done to replace the counterproductive practice of retaining students in grade? First, both parents and educators need to be aware of the research that clearly shows that more of the same doesn't increase achievement. Second, we need to be aware that the increasing numbers of children who are culturally different may have different learning styles and require different teaching methods in order to attain success in school. Third, children who are at risk of failure need to be identified and educators must analyze the child's social, emotional and academic weakness and strengths and design a program just as we do with handicapped children. Last, we need to make a wiser investment of the money that would have been spent on the additional year of schooling. It should be spent for better curricular materials, teacher in-service, enriched summer school programs, peer tutoring, parent education and more personalized instruction.

Both parents and educators must take a critical view of the practice of retention. It is not children who are failing schools but schools that are failing children.

Barbara Cummings/Los Angeles Times Syndicate

Bud Howlett is principal of Coleman School in San Rafael, Calif., which become the first school in Marin County to establish a "no retention" policy.

BEST COPY AVAILABLE

ALEX MOLNAR

The Resurgence of Racism

Racism in America: A Continuing Dilemma

Despite legal protections for minorities, racism continues to pose a serious problem for society—and for schools.

> One of the biggest lies out here is that no matter what race or religion you are, it doesn't matter. Now that's a lie, and we all know it. If we don't talk about these problems and take them on, they're going to get much, much worse.
>
> —Spike Lee[1]

The United States is fond of interpreting its history as a triumphal march of progress, so perhaps it is only natural that many white Americans assume that racism is something we "took care of" in the '60s. After all, the most popular show on television today features a black family, housing discrimination is illegal, lynchings are unheard of, the doctrine of "separate but equal" has been relegated to the same jurisprudential dustbin as the Dred Scott decision, and a black person can be a serious candidate for president.

But has the U.S. overcome its racist past? Of course not. Even the most casual reader of newspapers will notice that racism persists in many forms, some overt, some subtle. Physical attacks on minorities, racial clashes in schools, redlining, and widespread stereotypes with racial overtones such as "welfare queen" are very much part of the U.S. in 1989. Consider the following recent items drawn from newspaper accounts:

Racism is still a serious problem today, but a different kind of problem than it was before the 1960s.

- U.S. colleges enrolled fewer black undergraduates in 1985 than in 1960.[2]
- A former grand wizard of the Ku Klux Klan and founder of the National Association for the Advancement of White People was elected to the Louisiana State House and received campaign contributions from across the country.[3]
- One hundred and fifty-two years ago the Chippewa Indian tribes ceded what is now the northern third of Wisconsin to the U.S. in return for,

among other things, the right to hunt and fish on the lands that had formerly belonged to them. In 1983 the federal courts reaffirmed the Chippewa treaty rights, but Indians exercising their right to spearfish walleye are now faced with racial slurs and physical intimidation. In the spring of 1989, in the face of virulent anti-treaty rights protests, the governor of Wisconsin attempted—unsuccessfully—to have the Indians enjoined from exercising their rights.[4]

- In 1989 Americans in 12 states can tune in "Race and Reason" on their public access cable station. The program is hosted by Tom Metzger, who heads the White Aryan Resistance (WAR). Metzger aims to topple what he refers to as the Zionist Occupational Government of the U.S. He asks: "What is wrong with the system that white kids across the country are joining up with people like me?"[5]
- A double standard exists in media treatment of, and social response to, the plight of black crime victims and white crime victims, especially when the perpetrators are black.[6] Although 81,000 blacks were victims of violent crimes committed by whites in 1986 (the last year for which data are available),[7] it was a black criminal, Willie Horton, who became a presidential campaign issue in 1988.

Clearly, racism is still a serious problem today, but a different kind of problem than it was before the 1960s. The great advances of the civil rights movement were legal protections: it became illegal to discriminate on the basis of race in employment, housing, and public accommodations. However, legal protections for minorities did not mean the end of racism in this country. Racism persists in the minds, hearts, and actions of too many Americans—and, sadly, continues to be transmitted to our children.

The legal reforms of the 1960s and '70s give us the opportunity to struggle—to struggle to establish policies and practices that will dispel racial fear and ignorance and to change cultural and institutional norms that impede cooperation among the races. Schools have an important role to play in this struggle against racism. Schools are not sanctuaries, and educators cannot shut the classroom door on their responsibility to promote social justice in the face of the powerful manifestations of racism in our culture. Schools can address the interpersonal aspects of racism as well as offer school and classroom activities that teach about the devastating effects oppression has had on minority group members and their cultures while at the same time acknowledging the strengths and contributions of minority group members and their cultures.

Schools are not sanctuaries, and educators cannot shut the classroom door on their responsibility to promote social justice.

In school, children can learn to understand the wounds that racism has inflicted on them and on our society and learn to understand that being different does not mean being inferior. If schools can teach that lesson, then they will be helping to nurture the hope that someday, indeed, we shall overcome.☐

[1] Quoted by S. Muwakkie, (July 5–18, 1989), "Doing the Spike Thing," *In These Times* 13, 29.

[2] P. Ahlgren, (May 7, 1989), "Report Urges State College Fund for Minorities," *The Milwaukee Journal*.

[3] "Ex-Klansman Had Donors from Across U.S.," (April 9, 1989), *The Milwaukee Journal*.

[4] W. Janz, (May 5, 1989), "When Night Falls, Hate Is Turned On," *Milwaukee Sentinel*.

[5] J. Coplon, (May/June 1989), "The Skinhead Reich," *Utne Reader*, pp. 80–89.

[6] ABC World News Tonight, (May 10, 1989), "The American Agenda."

[7] L. Greenhouse, (December 31, 1988), "Broader Curbs Sought on Challenging Jurors," *The New York Times*.

Alex Molnar is Professor, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee, Milwaukee, WI 53201.

Bibliography

Child Development

McDavid, John & Garwood, Gary S., *Understanding Children* (Washington, D.C.: Health, Lexington, 1978), P. 361.

Brown, Michael, *Image of a Man*, (New York: East Publications, 1976), P. 6.

Perkins, Eugene, *Home is a Dirty Street* (Chicago: Third World Press, 1975), P.P. 17, 26.

Madhubuti, Haki, *Book of Life*, (Chicago: Third World Press, 1973), P.P. 67-68.

Wilson, Amos, *Developmental Psychology of the Black Child*, (New York: Africana Research Publication, 1978), P.P. 94-96.

Dillard, J.L., *Black English*, (New York: Vintage Books, A Division of Random House, 1973).

Green, "*The Language of Black Children: Instructional Implications.*" In Racial Crisis in American Education, (Chicago, 1970).

Baldwin, James, *The Blues for Mr. Charlie*, (New York, 1964).

Kunjufu, Jawanza, *Countering the Conspiracy to Destroy Black Boys*, (Chicago: African American Images, 1985).

Cosby, Bill, *Fatherhood*, (New York: Doubleday & Company, 1986).

Hale-Benson, Janice, *Black Children*, (Baltimore: John Hopkins University Press, 1986).

Cummins, J. (1989). *Empowering minority students*. Sacramento: California Association of Bilingual Education.

Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58, 280-298.

Edmonds, R. (1979, May 5). Effective schools for the urban poor. *Educational Leadership*, 37 (1), 15-27.

Espinosa, R. & Ochoa, A. (1986). Concentration of California Hispanic students in schools with low achievement: A research note. *American Journal of Education*, 95, 77-95.

Gingras, R.C., & Careaga, R.C. (1989). *Limited-English-proficient students at risk; Issues and prevention strategies*. Silver Spring, MD: National Clearinghouse for Bilingual Education.

Jackson, S. (1989, May). Luncheon address, *Symposium on Excellence in Mathematics and Science Achievement: The Gateway to Learning in the 21st Century*. Sponsored by the Southwest Center for Education Equity, San Francisco.

Lau v. Nichols, 414 u.S. 563, 566 (1973).

Levin, H.M. (1987). Accelerated schools for disadvantaged students. *Educational Leadership, 44*(6), 19-21.

Medina, M. (1988). Hispanic apartheid in American public education. *Educational Administration Quarterly, 24,* 336-349.

Lerner, Barbara, "*Self-Esteem and Excellence: The Choice and the Paradox*," American Educator 9 (Winter 1985), Pages 10-17.

Calano, James and Salzman, Jeff, *Real World 101*, Warner Books, 1986.

Goldberg, Herb, *Hazards of Being Male*, New York: Signet, 1976.

"*The Differences in the Sexes*," Newsweek, May 18, 1981, Pages 74-75.

Hare, Bruce, *Black Girls*, (Baltimore Center for Social Organization of Schools, John Hopkins University), 1979.

School Culture and Environment

I believe in myself and my ability to do my best for this day. For this day will not come any more. I will think. I will listen. I will read. I will write. I will do all of these things with one purpose in mind: to do my best and not waste this day, for this day will not come any more.

This learners creed is recited every morning by all students at #2 School
Adapted from Morgan School, Galveston ISD

Possible School Site Personnel

Elementary Level

- Principal
- Vice Principal
- Coordinating Administrator
- Project Administrator
- Teachers:
  - Kindergarten
  - Elementary
  - Special Education
  - English for Speakers of Other Languages
  - Science
  - Foreign Languages
  - Art
  - Music
  - Math
  - Physical Education
  - Reading
  - Hearing Handicapped
  - Bilingual
  - Basic Skills Cadre
  - Health Occupations
  - Teacher Assistant
- Library Media Specialist
- School Social Worker
- School Psychologist
- Nurse
- Secretary
- Maintenance Engineer
- School Lunch Aide

Possible School Site Personnel

Middle and High School Level

Principal

Vice-Principal

House Administrator

Coordinating Administrator

Department Head

Dean of Students

Curriculum Specialist

Program Administrator

Teachers:
- Special Education
- Science
- Math
- Social Studies
- English
- Physical Education
- Music
- Foreign Language
- Home Economics
- Art
- Reading
- Business/Marketing
- Business ED/Technology
- English for Speakers of Other Languages
- Technology
- Health
- Graphic Arts/Design
- Bilingual English
- Bilingual Math
- Cosmetology
- Mechanical Trades
- Auto Mechanics
- Elect/Electronics
- Food/Child Health
- Printing Trades
- Mechanical Drafting
- Auto Body Repair
- Computer Operations
- Business/Office Ed
- Aviation/Transportation
- Construction Trades

Counselor

School Psychologist
Social Worker
Library Media Specialist
Nurse
Secretary
Maintenace Engineer
School Lunch Personnel

COMMUNITY ALLIANCE SCHOOLS

Systemwide Development

ELEMENTS

PARENT, COMMUNITY INTEREST AND SUPPORT

SCHOOL-BASED PLANNING

P.A.R.T.

GOALS, OUTCOMES, MEASURES, AND STANDARDS

SCHOOL-TO-WORK TRANSITION

CURRICULUM RESOURCES AND STRATEGIES

LD TASK FORCE RECOMMENDATIONS

MULTICULTURAL EDUCATION

TECHNOLOGY

REDESIGN OF THE LEAD/MENTOR TEACHER PROGRAM

HUMAN RESOURCE DEVELOPMENT

PARTNERSHIPS WITH BUSINESS/COMMUNITY

HEALTH AND HUMAN SERVICES (LINKING)

PUBLIC INTEREST AND SUPPORT

COMMUNITY ALLIANCE SCHOOLS

EXPECTATIONS

Best practice and effective teaching are central to the design of all innovations and projects.

Business, community groups and agencies are willing to work with schools on the redesign of service to students and their families; i.e., School-to-Work Transition and the Learning Disabilities Task Force influence the design and organization of instruction at each site.

New roles and expectations drive the work of all staff, including a willingness to embrace new roles for parents, students, business and the community.

Technology is available to support students and schools.

All central resource staff, including lead teachers assume roles that complement and support the work of the schools, including direct support to teachers and students.

Staff commit to extensive development and training; some of which will be designed in the context of the P.A.R.T. Program and will be tied to the school improvement plan.

Teachers and other key staff participate actively in the design and implementation of the Goals, Outcomes, Measures, and Standards initiative.

Staff and the community are acknowledged and supported publicly for developing excellence in our schools.

COMMUNITY ALLIANCE SCHOOLS

VISION

Community Alliance Planning Team will assist School Based Planning Teams to reflect the best practices in:

Curriculum based on world class standards

- Multicultural
- Technological
- Goals, Outcomes, Measures, and Standards

Human Resource Development

- P.A.R.T.
- Lead Teacher/Mentor Program
- Staff Development
- Seeking Highest Caliber Staff

Partnership with:

- Business
- Community
- Health and Human Services

Parent involvement

Integrating students who are learning disabled with the school community

School to Work Transition

Cultural Diversity

The U.S. is undergoing a shift from an industrial to an information and service socieity. This shift will drastically affect the skill and education required of workers in the coming years.

By the year 2000, 85% of the new workforce will be women, minorities, and immigrants.

By the year 2000, racial and ethnic minorities will comprise approximately 30% of the U.S. population, with significant increases in the years to follow.

We as a nation cannot hope to realistically compete in today's labor market without accepting, recognizing and appreciating the importance of our cultural diversity.

U.S. Department of Labor
Workforce 2000 (1987) and Opportunity 2000 (1988)

New Entrants into the Work Force
(1985 to 2000) *

Groups	Net Increase (in percent)	New New Workers (in millions)
Native White Males	15%	3.8
Native White Females	42%	10.5
Native Non-White Males	7%	1.8
Native Non-White Females	13%	3.3
Immigrant Males	13%	3.3
Immigrant Females	9%	2.3

*Source; WORKFORCE 2000 (Department of Labor, 1987).

Growth of Racial Minorities in the U.S. *

(in Millions)

Racial Group	1980	2000	2020
White	181.0 (79.9%)	197.3 (71.7%)	205.6 (64.9%)
Black	26.5 (11.7%)	36.1 (13.1%)	44.4 (14.0%)
Hispanic	14.6 (6.4%)	30.0 (10.9%)	46.6 (14.7%)
Asian and Others	4.4 (2.0%)	11.8 (4.3%)	20.3 (6.4%)
Total U.S. Population	226.5	275.2	316.9

*Sources: Reference (3) pg. 66 of this text and WORKFORCE 2000 (1987).

Net Growth of Racial Minorities in the U.S.

(in millions)

Racial Group	1980-2000*	2000-2020*
White	16.3	8.3
Black	9.6	8.3
Hispanic	15.4	16.6
Asian and Others	7.4	8.5

* Net Minority increase will be 67%
** Net minority increase will be 80%

Sources: Reference (3) pg. 66 of this text and WORKFORCE 2000.

Cultural Diversity

Rochester City School District

Racial and Ethnic Distribution July 1989 - January 1990

Black	55%
Hispanic	15%
White	27%
Other	3%

Cultural Diversity

In looking at the issues that surround cultural diversity, we will take a systems approach. Three important contributions of the systems approach to our overall goal are:

(1) A system approach enhances our ability to understand an immense amount of data;

(2) It encourages the discovery and use of characteristics shared by all systems whatever their frame of reference;

(3) The focus is on the relationships between entities, rather then on the entities in isolation. It leads up to focus on transitions, on social interaction, and on person, environment exchanges and adaptations.

One response to the need to make manageable and give human definition to a vastly complex array of environment information is **The Systems Concept.**

There are many versions of The Systems Concept, each having it's own language and level of complexity. Each attempting to codify it's own sphere of influence and interactions in the environment. Hopefully what follows will be an uncomplicated description of The Systems Concept and examples taken from both mental health and human resource sections.

A system is an entity having:

A. Boundaries that are either opened, closed or permeable

B. A hierarchical structure

C. Rules and regulations

D. Goals and objectives

E. Is interactional in nature

F. Seeks to maintain equilibrium

A familiar example is one's body. Our very skin is a permeable boundary with our brain being the head of the hierarchical structure of the body from which messages are sent to manage our functioning. There are biological rules and regulations from breathing to elimination. All body functions have an objective and goal and no one part of the body acts independent of others. Most of all a balance and equilibrium is required for healthy functioning.

A family is another example. One may readily recognize two different family boundaries: the psychological and the physical. One of our beliefs about self and the world we live in, the other, centered around house and home.

Families that close themselves off to new or expanded information about their environment are said to have closed boundaries. Those who cherish few values or beliefs and set none to few limits on themselves have open boundaries. While others maintain a capacity to be open to new information, being adaptable and still hold onto their cherished values with integrity.

The traditional endo-european model of family is nuclear and list the hierarchical structure as executive, with mother/ father as sole head of the house. Siblings of parents constitute the"sibling sub level". In other cultures, the extended family structure has a different hierarchy based on role competence and survival needs. Those are both covert/overt rules and regulations to clue family members of "The How, When and Where" to interact with the wider world.

The objectives and goals of the family may vary but are basically to provide safety intactness a sense of "Fitting in a Belonging" to a group defined as separate from the masses in the world.

The interactional nature of the system simply says that when impact occurs or any one element of a system it has some notable affect on other parts of the system. All parts are inter-related and none truly independent of the others.

A mental health systems model offers this construct.

The structure of the self in the individual is made up of smaller selves. A feeling self, thinking self, language/verbal self, curious self, perceptual self, sexual self, physical self, behavioral self, spiritual self and contexual self. The sum of these selves is greater than the parts of the whole.

It is believed that all human systems contain, to greater and lesser degrees, all of these parts of the self in their systems structure. A system's resource and energy is tied to an inherent power and use of the parts of the self.

UNDERSTANDING THE FAMILY

(Journal of Marital and Family Therapy)

There is probably little need to stress in great detail the general importance of the family and of marriage. These institutions have existed throughout recorded history in all places and all times. Even now, in late twentieth century America, despite the talk in some quarters about the "death" of the family, family and martial relationships, the family is clearly very much with us and undoubtedly will continue to be so into the foreseeable future.

Well over 90 percent of all people in the United States still live in families, and other than in early adulthood, humans beings live in families most of their life.

However, it is certainly also true that marriage and the family have at various places and times carried different assignments and expectations, and this sort of variability appears to be very much in evidence in our present culture. Thus, while there still seem to be many examples of the "traditional" American family, at the opposite extreme are all types of more or less radical approaches and modifications of this pattern. While the lack of a generally accepted pattern or standard for marriage and the family today is on one hand cause of uncertainty, instability, and distress, on the other hand, it provides for a multiplicity and richness of solutions for both individual and societal situations that a more rigid, inflexible pattern would not provide.

Birdwhistell has suggested that the American family is organized around idealized, nonachievable goals (for example, romantic love). Failure to live up to such family myths is a cause of great conflict and distress for all family members. Other writers also have questioned the validity of the "average, functional, normal" family and have pointed to the great diversity of family types and styles related to a variety of demographic and psychological variables.

It is fair to say, that all families have conflicts, their feelings toward each other are mixed, their love is not always constant, etc. Furthermore, the completely well-functioning, growing, long-term marriage is a rarity.

The frame of reference provided below for understanding the family is not intended to be exhaustive or complete. In our present state of understanding, no such final statement can be made. This model is intended to be supplementary to those frames of reference that apply to individual and sociocultural models. Their exclusion is not meant to imply that they are not important, but is in keeping with the general tenor of this book in presenting ideas of particular interest to the family therapist. It undoubtedly will be found that the richness, complexity, and variety of marriages and families will not be completely described or explained by the categories listed below, nor will all of the categories fit precisely into every specific family system. It is hoped, however, that the material presented below will offer a useful structure for thinking about all families, including those in distress who present themselves in one way or another to professionals for help.

THE FAMILY AS A SYSTEM

Marriage and the family are important human institutions, different from other human groups in many ways, including duration, intensity, and type of function. For most human beings, marriage and the family constitute the most important system, or group, in relation to individual psychological development, emotional interaction, and maintenance of self-esteem.

The family usually is bound together by intense and longlasting ties of past experience, social roles, mutual support, and expectations. Factors are constantly at work, more or less successfully, the keep the family system in equilibrium and to keep it from undergoing too severe or rapid change. This, too, has been referred to as family homeostasis. These equilibrating mechanisms often have to do with maintaining a continuing system of symmetrical and complementary relationships.

Family homeostasis refers most generally to the concept of the family as a feedback system designed, among other things, to maintain a relatively stable state, so that when the whole system or any part of it is subjected to a disequilibrating force,the system will operate to restore the pre-existing equilibrium. Family therapists have noted that changes in one member of the family often bring about changes in other members. For instance, the onset of illness in the identified patient (for example, a child becomes schizophrenic) can cause others (mother) to decompensate (become depressed). As the child improves, the mother improves, and, concurrently, the father may become agitated.

Families can be thought of as having personalities or styles, analogous to those of individuals. A generally accepted system of family topologies is not available (though badly needed), but there is a general recognition of differences in family patterns.

While stability and homeostasis are important elements of marital and family systems, inevitably there are forces that are continually changing the family, pushing it in the direction of development and differentiation. Some of these forces constitute the developmental pattern known as the family life cycle. These can be thought of as the expectable events that most families go through in a fairly standard sequence. Other stresses can be thought of as traumatic or unexpectable, in that they are extraordinary; they are not necessarily experienced by most families or they occur outside of the normal sequence. Thus, each family finds its own balance between those forces tending to keep it stable and those encouraging change.

THE FAMILY LIFE CYCLE

The longitudinal view of the family's development has been referred to as its "life cycle" like the individual life cycle. As in individual development, the family evolves through predictable phases. These predictable phases include, among others, the well-known ones, such as engagement, marriage, and honeymoon; birth of the first child; first child going off to school; adolescence of the offspring; offspring,s marriage and separation from home; one spouses, retirement; death of a spouse, and so forth.

In addition there are the traumatic or unexpected stresses on the family. Sometimes these consist of one of the normal phases coming out of turn, such as the unexpected death of a spouse or parent at an early age. Other stresses are the illness or incapacitation of a family member, financial reverses, and the like. In general, these traumatic changes have to do with someone entering or leaving the sphere of the family, either actually or imminently, a threatened or actual role change (for example, job change or loss) for a family member, or such a change being, for some reason, markedly delayed or distorted. The family's longitudinal course with specific developmental phases necessitates that prior stages have been more or less successfully mastered.

FAMILY TASKS

Provision of Basic Physical Needs:
Food, Shelter, Clothing

The essential life-maintaining tasks of the family group may at times be overlooked by middle-class therapists treating middle-class families. Those who have come into contact with family systems in which these basics have not been provided, become much more aware that there is a fundamental biological requirement for families. To the extent that these needs are not adequately met, or are dealt with in idiosyncratic fashion, all the more complex functions of the family will in one way or another be affected so as to be distorted or deficient. A therapist must pay attention to the basic "reality factors" and, where indicated, the major, or at least the initial effort, may have to be to help the family deal more adequately with its basic needs. A family system already overwhelmed by gross deficiencies in basic needs will not usually be motivated or sensitive to more sophisticated or symbolic considerations.

Special techniques have been devised for helping lower class families, ghetto families, and highly disorganized families. The work of Minuchin and others, indicates that it is both necessary and possible to help these families deal with some of the basic needs by using indigenous populations as family advocates with social agencies, by mobilizing the most constructive forces in the family system, and by providing training in basic task performance.

Cultural Diversity

Simulation Activity

Life in the Inner City

This list of statements is designed to solicit your attitudes about specific elements of impoverished communities. Please respond candidly and indicate the extent to which you agree or disagree with each of the following statements. These items will be discussed following the Inner City Experience.

Scale	+				-
	5	4	3	2	1
	strongly agree	agree	don't know	disagree	strongly disagree

		+				-
1.	Welfare is a viable alternative to employment in impoverished communities.	5	4	3	2	1
2.	Working as opposed to collecting welfare poses many disadvantages in impoverished communities.	5	4	3	2	1
3.	Families receiving welfare should be allowed to work to supplement their income in impoverished communities.	5	4	3	2	1
4.	Engaging in crime is an understandable activity as opposed to employment or education in impoverished communities.	5	4	3	2	1
5.	Engaging in crime provides more substantial rewards than education or employment in impoverished communities.	5	4	3	2	1
6.	The disadvantages of education often outweigh the advantages in impoverished communities.	5	4	3	2	1
7.	A high school diploma may prove to be of little value in impoverished communities.	5	4	3	2	1
8.	Residents of impoverished communities should be responsible for the growth, development and upkeep of their community.	5	4	3	2	1
9.	Community organization will resolve community problems.	5	4	3	2	1
10.	Success is as much dependent on luck as it is skill and education in an impoverished community.	5	4	3	2	1
11.	Having more than two children will prove to be a disadvantage in impoverished communities.	5	4	3	2	1
12.	One cannot always control the number of children one will have in impoverished communities.	5	4	3	2	1
13.	Female heads of families can be successful if they are willing to work hard in impoverished communities.	5	4	3	2	1
14.	Hard work will invariably result in success in impoverished communities.	5	4	3	2	1
15.	Residents of impoverished communities can find work if they choose to work.	5	4	3	2	1

Introduction

Millions of people in the United States live in poverty. We all know thisin the abstract. But how does it feel to be poor? Most Americans are not in a position to understand how poverty affects life. Our basic needs are provided for. We routinely make career and educational decisions which give access to the goods of life; and the general culture approves our aims, motivations, and attainments. Many prosperous Americans suffer from other troublesspiritual and psychological in naturebut are essentially free of the economic agonies of the inner city.

The game you are about to play was developed to sensitize its players to the emotional, physical, and social world of the poor. It has sometimes aroused anger and disbelief, for it undercuts some comfortable rationalizations about life in our inner cities. Players experience vicariously the economic pressures that drive people into crime, welfare, and community action. As you play the game, you will plan life strategies for a poor person and meet the discouragement, frustration, and occasional good luck that are the common lot of the poor. By the end of the game you may begin to see these problems in a new way. You may begin to understand why poor people act the way they do, why slums continue, and why they sometimes change.

The game has been designed to give players a vicarious experience of some of the pressures that influence the lives of the urban poor in this country. It attempts to deal with economic and family responsibilities, inner city schools, and the rewards and risks of illegal activities. The simulation model of the game was built on the following premises:

1. Opportunity for upward mobility in American society depends largely on the amount of education one has. Education in inner city schools has traditionally been of low quality. One learns little; it is a punishing experience, and there are many outside distractions. This makes it difficult to complete school.
2. Most kinds of legitimate work available to those who have not graduated from high school are financially unrewarding. Hustling (crime) is one avenue of economic advancement open to people with limited education. However, it is risky.
3. Responsibility for children greatly affects a woman's economic potential, especially among low-income people. The poor also exercise relatively little control over the number of children they have and the time at which they have them. Pregnancy is much more dependent on chance than on planning.
4. Finally, neighborhood conditions affect each individual differently. For example, as housing improves, housework takes less time; when recreational facilities improve children might require less of their mother's time. If educational facilities are improved, the skill level of graduating students is assumed to be higher. Increased investment in safety makes hustling more risky; therefore hustling diminishes and fewer members of the community are victimized.

As a result of playing the game, an individual may gain a greater understanding of the following aspects of life in the inner city:

- Improving one's economic situation demands a wise and strategic use of available time.
- An early investment in education pays off throughout life. However, there are barriers to completing education: inadequate staff and materials, family responsibilities, and emotional pressures that distract and discourage one from study.
- The condition of the neighborhood affects all inhabitants whether or not they are concerned about it, and it affects each one in different ways.
- The people in the neighborhood must work together to improve the neighborhood. The more effort they make, the more likely they are to succeed; but success is never guaranteed. When no effort is put into maintaining community life, it will probably deteriorate.

The game then, is not really designed for residents of the inner-city. They already know the game; they live it every day. Rather, it should be played by Americans who are not locked in poverty, who do not have direct experience of the frustrations of life in the inner city. It should be played by those who are in a position to think: "If I am well off, if I go to school, and work for a living, and avoid crime, and support community safety, why shouldn't they?"

This simulation explains why. It not only uncovers the logic of the poor's actions and the social forces underlying that logic; more important, the game dynamics, by simulating those forces, make players recapitulate the actions of the poor. Temporarily, you will find yourself trapped in the culture of poverty.

Discussion Questions Following the Game

1. How do differences in people's ages and family responsibilities affect their ability to get ahead?

2. What difference does it make in your strategy if you are playing a game of three rounds or one of thirty rounds? For example, how would your investment in education change? How many rounds is real life on the average?

3. What are the different possible ways a poor person can improve his living standard in the game? What possibilities that are not included can be added? (Private business, entertainment, professional sports, etc.)

4. When people invest hour-chips in the neighborhood they are really putting their time into meetings and activities for neighborhood improvement. What is social action? What forms does it take? Give some examples of what can happen when people cooperate in social action; when they involve themselves in protest action.

5. To what kind of person is it more profitable to invest time in the neighborhood? To what kind of person is it not profitable?

6. Discuss hustling as a strategy for improving one's life. What are its advantages and disadvantages?

7. Why is there a high crime rate in inner city neighborhoods?

8. What do the points in the game represent? Can one be fulfilled and satisfied if they are involved in crime?

TIME/APRIL 9, 1990

● COVER STORIES

Beyond The Melting Pot

In the 21st century—and that's not far off—racial and ethnic groups in the U.S. will outnumber whites for the first time. The "browning of America" will alter everything in society, from politics and education to industry, values and culture

GUATELINDA

By WILLIAM A. HENRY III

Someday soon, surely much sooner than most people who filled out their Census forms last week realize, white Americans will become a minority group. Long before that day arrives, the presumption that the "typical" U.S. citizen is someone who traces his or her descent in a direct line to Europe will be part of the past. By the time these elementary students at Brentwood Science Magnet School in Brentwood, Calif., reach midlife, their diverse ethnic experience in the classroom will be echoed in neighborhoods and workplaces throughout the U.S.

Already 1 American in 4 defines himself or herself as Hispanic or nonwhite. If current trends in immigration and birth rates persist, the Hispanic population will have further increased an estimated 21%, the Asian presence about 22%, blacks almost 12% and whites a little more than 2% when the 20th century ends. By 2020, a date no further into the future than John F. Kennedy's election is in the past, the number of U.S. residents who are Hispanic or nonwhite will have more than doubled, to nearly 115 million, while the white population will not be increasing at all. By 2056, when someone born today will be 66 years old, the "average" U.S. resident, as defined by Census statistics, will trace his or her descent to Africa, Asia, the Hispanic world, the Pacific Islands, Arabia—almost anywhere but white Europe.

While there may remain towns or outposts where even a black family will be something of an oddity, where English and Irish and German surnames will predominate, where a traditional (some will wistfully say "real") America will still be seen on almost every street corner, they will be only the vestiges of an earlier nation. The former majority will learn, as a normal part of everyday life, the meaning of the Latin slogan engraved on U.S. coins—E PLURIBUS UNUM, one formed from many.

Among the younger populations that go to school and provide new entrants to the work force, the change will happen sooner. In some places an America beyond the melting pot has already arrived. In New York State some 40% of elementary- and secondary-school children belong to an

Faces of the future: students at Brentwood Science Magnet School in Brentwood, Calif.

STEVE SCHAPIRO—GAMMA LIAISON

ethnic minority. Within a decade, the proportion is expected to approach 50%. In California white pupils are already a minority. Hispanics (who, regardless of their complexion, generally distinguish themselves from both blacks and whites) account for 31.4% of public school enrollment, blacks add 8.9%, and Asians and others amount to 11%—for a nonwhite total of 51.3%. This finding is not only a reflection of white flight from desegregated public schools. Whites of all ages account for just 58% of California's population. In San Jose bearers of the Vietnamese surname Nguyen outnumber the Joneses in the telephone directory 14 columns to eight.

Nor is the change confined to the coasts. Some 12,000 Hmong refugees from Laos have settled in St. Paul. At some Atlanta low-rent apartment complexes that used to be virtually all black, social workers today need to speak Spanish. At the Sesame Hut restaurant in Houston, a Korean immigrant owner trains Hispanic immigrant workers to prepare Chinese-style food for a largely black clientele. The Detroit area has 200,000 people of Middle Eastern descent; some 1,500 small grocery and convenience stores in the vicinity are owned by a whole subculture of Chaldean Christians with roots in Iraq. "Once America was a microcosm of European nationalities," says Molefi Asante, chairman of the department of African-American studies at Temple University in Philadelphia. "Today America is a microcosm of the world."

History suggests that sustaining a truly multiracial society is difficult, or at least unusual. Only a handful of great powers of the distant past—Pharaonic Egypt and Imperial Rome, most notably—managed to maintain a distinct national identity while embracing, and being ruled by, an ethnic mélange. The most ethnically diverse contemporary power, the Soviet Union, is beset with secessionist demands and near tribal conflicts. But such comparisons are flawed, because those empires were launched by conquest and maintained through an aggressive military presence. The U.S. was created, and continues to be redefined, primarily by voluntary immigration. This process has been one of the country's great strengths, infusing it with talent and energy. The "browning of America" offers tremendous opportunity for capitalizing anew on the merits of many peoples from many lands. Yet this fundamental change in the ethnic makeup of the U.S. also poses risks. The American character is resilient and thrives on change. But past periods of rapid evolution have also, alas, brought out deeper, more fearful aspects of the national soul.

Politics: New and Shifting Alliances

A truly multiracial society will undoubtedly prove much harder to govern. Even seemingly race-free conflicts will be increasingly complicated by an overlay of ethnic tension. For example, the expected showdown in the early 21st century between the rising number of retirees and the dwindling number of workers who must be taxed to pay for the elders' Social Security benefits will probably be compounded by the fact that a large majority of recipients will be white, whereas a majority of workers paying for them will be nonwhite.

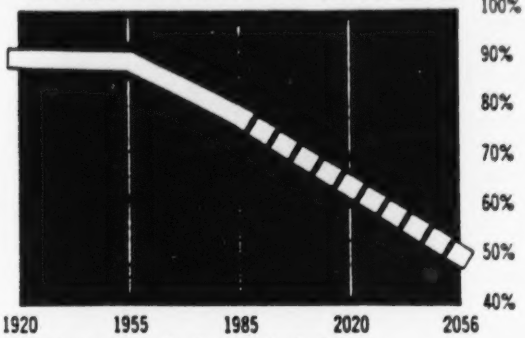
While prior generations of immigrants believed they had to learn English quickly to survive, many Hispanics now maintain that the Spanish language is inseparable from their ethnic and cultural identity, and seek to remain bilingual, if not primarily Spanish-speaking, for life. They see legislative drives to make English the sole official language, which have prevailed in some fashion in at least 16 states, as a political backlash. Says Arturo Vargas of the Mexican American Legal Defense and Educational Fund: "That's what English-only has been all about—a reaction to the growing population and influence of Hispanics. It's human nature to be uncomfortable with change. That's what the Census is all about, documenting changes and making sure the country keeps up."

Racial and ethnic conflict remains an ugly fact of American life everywhere, from working-class ghettos to college campuses, and those who do not raise their fists often raise their voices over af-

BEST COPY AVAILABLE

By 2056, whites may be a minority group

Non-Hispanic whites as a % of total population

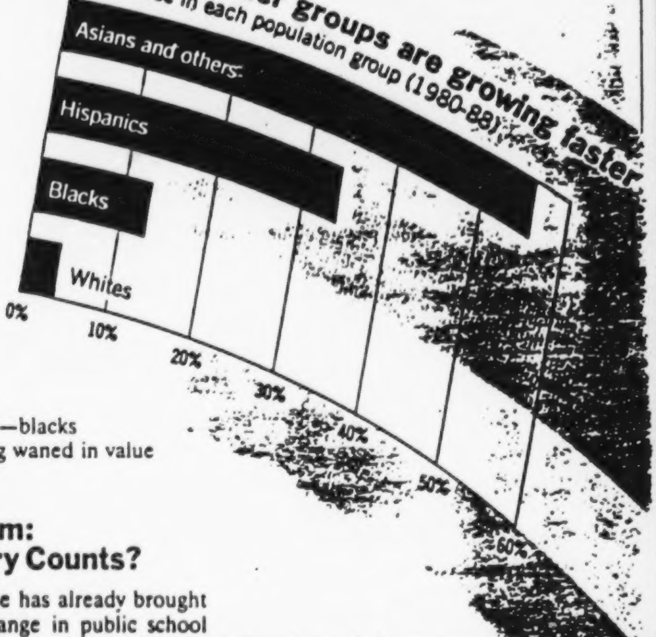


Projections assume a continuation of recent immigration trends

TIME estimates

Because other groups are growing faster

% increase in each population group (1980-88)



firmative action and other power sharing. When Florida Atlantic University, a state-funded institution under pressure to increase its low black enrollment, offered last month to give free tuition to every qualified black freshman who enrolled, the school was flooded with calls of complaint, some protesting that nothing was being done for "real" Americans. As the numbers of minorities increase, their demands for a share of the national bounty are bound to intensify, while whites are certain to feel ever more embattled. Businesses often feel whipsawed between immigration laws that punish them for hiring illegal aliens and antidiscrimination laws that penalize them for demanding excessive documentation from foreign-seeming job applicants. Even companies that consistently seek to do the right thing may be overwhelmed by the problems of diversifying a primarily white managerial corps fast enough to direct a work force that will be increasingly nonwhite and, potentially, resentful.

Nor will tensions be limited to the polar simplicity of white vs. nonwhite. For all Jesse Jackson's rallying cries about shared goals, minority groups often feel keenly competitive. Chicago's Hispanic leaders have leapfrogged between white and black factions, offering support wherever there seemed to be the most to gain for their own community. Says Dan Solis of the Hispanic-oriented United Neighborhood Organization: "If you're thinking power, you don't put your eggs in one basket."

Blacks, who feel they waited longest and endured most in the fight for equal opportunity, are uneasy about being supplanted by Hispanics or, in some areas, by Asians as the numerically largest and most influential minority—and even more, about being outstripped in wealth and status by these newer groups. Because Hispanics are so numerous and Asians such a fast-growing group, they have become the "hot" minorities, and blacks feel their needs are getting lower priority. As affirmative action has broadened to include other groups—and to benefit white women perhaps most of all—blacks perceive it as having waned in value for them.

The Classroom: Whose History Counts?

Political pressure has already brought about sweeping change in public school textbooks over the past couple of decades and has begun to affect the core humanities curriculum at such élite universities as Stanford. At stake at the college level is whether the traditional "canon" of Greek, Latin and West European humanities study should be expanded to reflect the cultures of Africa, Asia and other parts of the world. Many books treasured as classics by prior generations are now seen as tools of cultural imperialism. In the extreme form, this thinking rises to a value-deprived neutralism that views all cultures, regardless of the grandeur or paucity of their attainments, as essentially equal.

Even more troubling is a revisionist approach to history in which groups that have gained power in the present turn to remaking the past in the image of their desires. If 18th, 19th and earlier 20th century society should not have been so dominated by white Christian men of West European ancestry, they reason, then that past society should be reinvented as pluralist and democratic. Alternatively, the racism and sexism of the past are treated as inextricable from—and therefore irremediably tainting—traditional learning and values.

While debates over college curriculum get the most attention, professors generally can resist or subvert the most wrongheaded changes and students generally have mature enough judgment to sort out the arguments. Elementary- and secondary-school curriculums reach a far broader segment at a far more impressionable age, and political expediency more often wins over intellectual honesty. Exchanges have been vituperative in New York, where a state task force concluded that "African-Americans, Asian-Americans, Puerto Ricans and Native Americans have all been victims of an intellectual and educational oppression . . . Negative characterizations, or the absence of positive references, have had a terribly damaging effect on the psyche of young people." In urging a revised syllabus, the task force argued, "Children from European culture will have a less arrogant perspective of being part of a group that has 'done it all.'" Many intellectuals are outraged. Political scientist Andrew Hacker of Queens College lambastes a task-force suggestion that children be taught how "Native Americans were here to welcome new settlers from Holland, Senegal, England, Indonesia, France, the Congo, Italy, China, Iberia." Asks Hacker: "Did the Indians really welcome all those groups? Were they at Ellis Island when the Italians started to arrive? This is not history but a myth intended to bolster the self-esteem of certain children and, just possibly, a platform for advocates of various ethnic interests."

Values: Something in Common

Economic and political issues, however much emotion they arouse, are fundamentally open to practical solution. The deeper significance of America's becoming a majority nonwhite society is what it means to the national psyche, to individuals' sense of themselves and their nation—their idea of what it is to be American. People of color have often felt that whites treated equality as a benevolence granted to minorities rather than as an inherent natural right. Surely that condescension will wither.

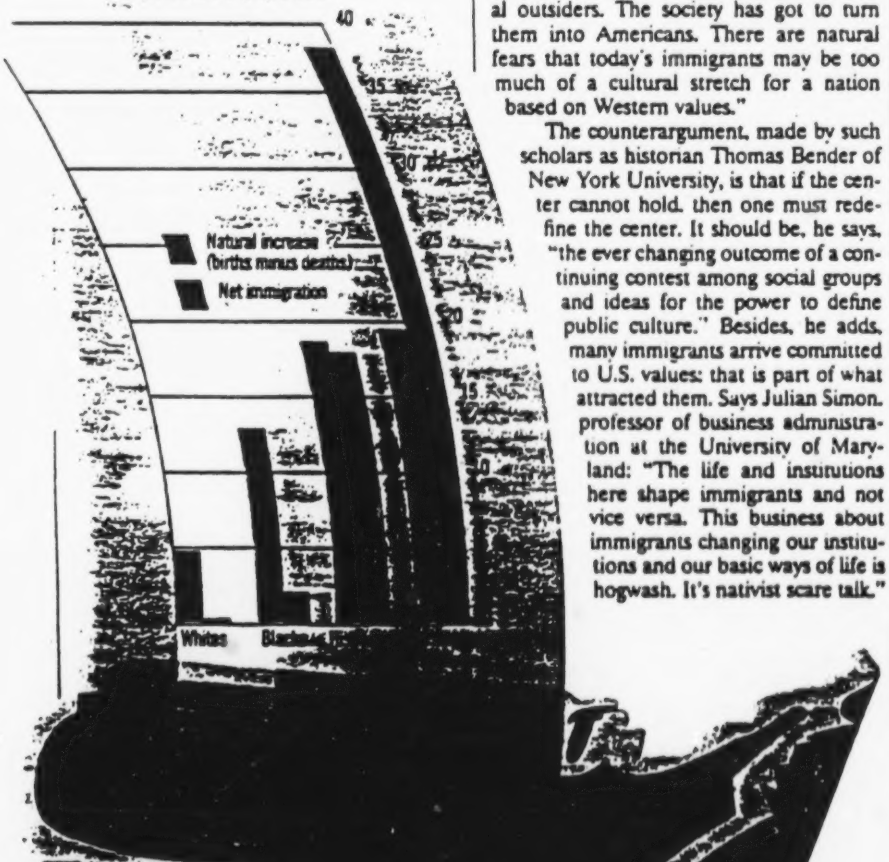
Rather than accepting U.S. history and its meaning as settled, citizens will feel ever more free to debate where the nation's successes sprang from and what its unalterable beliefs are. They will clash over which myths and icons to invoke in education, in popular culture, in ceremonial speechmaking from political campaigns to the State of the Union address. Which is the more admirable heroism: the courageous holdout by a few conquest-minded whites over Hispanics at the Alamo, or the anonymous expression of hope by millions who filed through Ellis Island? Was the subduing of the West a daring feat of bravery and ingenuity, or a wretched example of white imperialism? Symbols deeply meaningful to one group can be a matter of indifference to another. Says University of Wisconsin chancellor Donna Shalala: "My grandparents came from Lebanon. I don't identify with the Pilgrims on a personal level." Christopher Jencks, professor of sociology at Northwestern, asks, "Is anything more basic about turkeys and Pilgrims than about Martin Luther King and Selma? To me, it's six of one and half a dozen of the other, if children understand what it's like to be a dissident minority. Because the civil rights struggle is closer chronologically, it's likelier to be taught by someone who really cares."

Traditionalists increasingly distinguish between a "multiracial" society, which they say would be fine, and a "multicultural" society, which they deplore. They argue that every society needs a universally accepted set of values and that new arrivals should therefore be pressured to conform to the mentality on which U.S. prosperity and freedom were built. Says Allan Bloom, author of the best-selling *The Closing of the American Mind:* "Obviously, the future of America can't be sustained if people keep only to their own ways and remain perpetual outsiders. The society has got to turn them into Americans. There are natural fears that today's immigrants may be too much of a cultural stretch for a nation based on Western values."

The counterargument, made by such scholars as historian Thomas Bender of New York University, is that if the center cannot hold, then one must redefine the center. It should be, he says, "the ever changing outcome of a continuing contest among social groups and ideas for the power to define public culture." Besides, he adds, many immigrants arrive committed to U.S. values: that is part of what attracted them. Says Julian Simon, professor of business administration at the University of Maryland: "The life and institutions here shape immigrants and not vice versa. This business about immigrants changing our institutions and our basic ways of life is hogwash. It's nativist scare talk."

Due to higher birth rates and immigration

Average annual rate per 1,000 population



Citizenship: Forging a New Identity

Historians note that Americans have felt before that their historical culture was being overwhelmed by immigrants, but conflicts between earlier-arriving English, Germans and Irish and later-arriving Italians and Jews did not have the obvious and enduring element of racial skin color. And there was never a time when the nonmainstream elements could claim, through sheer numbers, the potential to unite and exert political dominance. Says Bender: "The real question is whether or not our notion of diversity can successfully negotiate the color line."

For whites, especially those who trace their ancestry back to the early years of the Republic, the American heritage is a source of pride. For people of color, it is more likely to evoke anger and sometimes shame. The place where hope is shared is in the future. Demographer Ben Wattenberg, formerly perceived as a resister to social change, says, "There's a nice chance that the American myth in the 1990s and beyond is going to ratchet another step toward this idea that we are the universal nation. That rings the bell of manifest destiny. We're a people with a mission and a sense of purpose, and we believe we have something to offer the world."

Not every erstwhile alarmist can bring himself to such optimism. Says Norman Podhoretz, editor of *Commentary:* "A lot of people are trying to undermine the foundations of the American experience and are pushing toward a more Balkanized society. I think that would be a disaster, not only because it would destroy a precious social inheritance but also because it would lead to enormous unrest, even violence."

While know-nothingism is generally confined to the more dismal corners of the American psyche, it seems all too predictable that during the next decades many more mainstream white Americans will begin to speak openly about the nation they feel they are losing. There are not, after all, many nonwhite faces depicted in Norman Rockwell's paintings. White Americans are accustomed to thinking of themselves as the very picture of their nation. Inspiring as it may be to the rest of the world, significant as it may be to the U.S. role in global politics, world trade and the pursuit of peace, becoming a conspicuously multiracial society is bound to be a somewhat bumpy experience for many ordinary citizens. For older Americans, raised in a world where the numbers of whites were greater and the visibility of nonwhites was carefully restrained, the new world will seem ever stranger. But as the children at Brentwood Science Magnet School, and their counterparts in classrooms across the nation, are coming to realize, the new world here. It is now. And it is irreversibly the America to come. ***—Reported by Nandini S. Mehta/New York, Sylvester Monroe/Los Angeles and Don Winbush/Atlanta***

Strangers in Paradise

Even as they stake claims to the American West, Asians experience the ambivalence of assimilation and the perils of prosperity

By **HOWARD G. CHUA-EOAN**

At the western edge of America, where the continent falls into the Pacific as it follows the sun, the coast has always seemed an image of Eden, a garden of earthly delights. "There is an island called California, on the right hand of the Indies, very near the Earthly Paradise," wrote a 16th century Spanish fantasist in a novel that gave the Golden State its name. California and other stretches of the Pacific shore would become the fated and fateful destinations of adventurous journeys westward by European settlers, cowboys, miners, Forty-Niners and dreamers. There the travelers would pass, or so they hoped, from their old lives—and the Old World—into a heaven on earth. As Robert Louis Stevenson wrote in 1879 at the end of a long trip West, "At every turn we could see farther into the land and our own happy futures . . . For this was indeed our destination: this was the 'good country' we had been going to so long."

In spite of the seemingly inexorable European settlement of the Pacific Coast, there are strangers in the Western paradise. Other peoples too have sought the "good country," though instead of crossing the continent, they have crossed an ocean: instead of looking back to Europe, they trace their bloodlines to Asia. The profound impact they have made on the West is a case study of the changes that will sweep the nation as it gradually moves beyond the melting pot. As Asians bring vitality and a renewed sense of purpose to the region, is history repeating itself with a twist? Just as Europeans took the region from Native Americans, is the West being won all over again by Korean entrepreneurs, Japanese financiers, Indian doctors, Filipino nurses, Vietnamese restaurateurs and Chinese engineers?

What often passes for Asian ghettos bustle with the pride and promise of mid-

花旗
花旗參茶
AME AN GINSENG TEA

CHINESE: Elderly women in San Francisco, a city that 19th century Chinese migrants called Jin Shan, or Gold Mountain. Despite roots in the U.S. going back 200 years, Asians are viewed as aliens by many Americans

Wayne Wang *(Chan Is Missing, Eat a Bowl of Tea)* finds some studio executives "patronizing or confused." Says he: "If you speak English with a French accent, they say, 'That's cute.' But if you speak it with a Chinese accent, people say, 'That's awful. He's killing our language.' "

Asians also sense that a "glass ceiling" prevents them from rising to the top ranks in corporate America. To the extent that U.S. executives often equate leadership with assertiveness, Asians' traditional reticence and self-effacement have proved detrimental to corporate advancement. "We mind our own business and keep our noses to the grindstone," says David Lam, head of Expert Edge Technology in Palo Alto, Calif. "Doing a good job has turned into a bad thing." Now that Asians see themselves as players, they want to be part of the corporate game. Says Harry Kitano, professor of social welfare at the University of California, Los Angeles: "Twenty or 30 years ago, we didn't expect to be promoted. A lot of people suffered in silence."

The retreat into silence also hampered the immigrants' quest for political influence. "All the things that are required in Western politics go against Asian culture," says Judy Chu, mayor pro tempore of Monterey Park. Asian Americans turn out at the voting booth even less frequently than whites or blacks: a 1986 study of Southern California voters showed that only 30% of eligible Asian voters registered, compared with 80% of whites.

Yet when Asians try out political roles, the "otherness" factor again comes into play. The family of Lon Hatamiya, a Japanese-American attorney, has lived in the agricultural region around Sacramento for more than 80 years. But when Hatamiya decided to run in next June's primary for a seat in California's 120-member state legislature, most voters seemed to regard him as an alien. "They look at us as if we're recent immigrants," he says. No one seemed to notice that the local roots of his white opponent do not go back as far as those of the Hatamiya clan.

Asians have made impressive forays into California politics. Since 1975, California's secretary of state has been March Fong Eu, a Chinese American. Two of the state's Congressmen are Norman Mineta and Robert Matsui, Japanese Americans. Another Japanese American, the noted philologist and educator S.I. Hayakawa, has served as U.S. Senator.

Still, the history of Asian settlement on the West Coast has been one of displacement and suppression. After completing the transcontinental railway in the 19th century, Chinese immigrants were rewarded with race riots, demagoguery and the Immigration Exclusion Act of 1882, which cut off the Chinese influx. Local hostility forced Asian Indians out of Washington State in 1907. During World War II, Japanese Americans were forced to liquidate their assets and relocate to detention camps, taking only the belongings they could carry by hand: a similar fate did not befall residents of German or Italian ancestry.

Today social and political integration remains fraught with ambiguity. Seen as a "model minority" rather than as a group of separate communities requiring specific kinds of help, Asian Americans are often shut out of affirmative-action programs. Asian Americans say the label is used to taunt blacks and Hispanics, that it implies, "The Asians have made it, so why can't you?" Says Reed Ueda, a Japanese-American professor of history at Tufts University in Massachusetts: "It's a way of manipulating other minorities. It tends to isolate Asians and brings resentment." Unfortunately, the typical response from Asian Americans to being held up as an example is to denigrate their own very real strengths—industriousness, perseverance, sacrifice—making it almost shameful for them to try to excel. Says Ueda: "It gets to the point where a lot of Asian-American leaders don't like to focus on success."

In the 16th century Chinese comic novel *Journey to the West*, a motley group of pilgrims, at the end of a magical, sometimes terrifying quest, arrive at the Western Paradise of Buddha to receive sacred books imparting enlightenment. To their chagrin, they discover that in order to secure their prize, they must grease the palms of Buddha's disciples. Buddha himself is rather condescending. Paradise has turned out to be less than perfect and more than a little disconcerting. What was it they set out to find, and why is it yet to be found? Even as their numbers and their influence expand, Asian Americans are pondering those very questions. —*Reported by Scott Brown/ Los Angeles and Tupper Hull/Stockton*

KOREANS: In a timeworn American tradition, the beauty queens in this parade celebrate success and prosperity by treating Los Angeles to a little bit of Seoul

VIETNAMESE: An herbalist shows off traditional medicines at a shop set amid the bustling malls of Little Saigon on Bolsa Avenue in Orange County, Calif.

CAMBODIANS: Players belonging to the Cambodian Sports Association of Southern California, composed of six teams, enjoy a soccer match in Long Beach

An Indian Father's Plea

By Robert Lake (Medicine Grizzlybear)

From *Teacher Magazine*

Dear Teacher,

I would like to introduce you to my son, Wind-Wolf. He is probably what you would consider a typical Indian kid. He was born and raised on the reservation. He has black hair, dark brown eyes, and an olive complexion. And, like so many Indian children his age, he is shy and quiet in the classroom. He is five years old, in kindergarten, and I can't understand why you have already labeled him a "slow learner."

He has already been through quite an education compared with his peers in Western society. He was bonded to his mother and to the Mother Earth in a traditional native childbirth ceremony. And he has been continuously cared for by his mother, father, sisters, cousins, aunts, uncles, grandparents, and extended tribal family since this ceremony.

The traditional Indian baby basket became his "turtle's shell" and served as the first seat for his classroom. It is the same kind of basket our people have used for thousands of years. It is specially designed to provide the child with the kind of knowledge and experience he will need to survive in his culture and environment.

Wind-Wolf was strapped in snugly with a deliberate restriction on his arms and legs. Although Western society may argue this hinders motor-skill development and abstract reasoning, we believe it forces the child to first develop his intuitive faculties, rational intellect, symbolic thinking, and five senses. Wind-Wolf was with his mother constantly, closely bonded physically, as she carried him on her back or held him while breast-feeding. She carried him everywhere she went, and every night he slept with both parents. Because of this, Wind-Wolf's educational setting was not only a "secure" environment, but it was also very colorful, complicated, sensitive, and diverse.

Robert Lake (Medicine Grizzlybear) is Associate Professor of Education specializing in Indian Education, Gonzaga University, Spokane, Washington. Condensed from Teacher Magazine, *2 (September 1990), 48-53.*

As he grew older, Wind-Wolf began to crawl out of the baby basket, develop his motor skills, and explore the world around him. When frightened or sleepy, he could always return to the basket, as a turtle withdraws into its shell. Such an inward journey allows one to reflect in privacy on what he has learned and to carry the new knowledge deeply into the unconscious and the soul. Shapes, sizes, colors, texture, sound, smell, feeling, taste, and the learning process are therefore functionally integrated the physical and spiritual, matter and energy, and conscious and unconscious, individual and social.

It takes a long time to absorb and reflect on these kinds of experiences, so maybe that is why you think my Indian child is a slow learner. His aunts and grandmothers taught him to count and know his numbers while they sorted materials for making abstract designs in native baskets. And he was taught to learn mathematics by counting the sticks we use in our traditional native hand game. So he may be slow in grasping the methods and tools you use in your classroom, ones quite familiar to his white peers, but I hope you will be patient with him. It takes time to adjust to a new cultural system and learn new things.

He is not culturally "disadvantaged," but he is culturally "different." If you ask him how many months there are in a year, he will probably tell you 13 not because he doesn't know how to count properly, but because he has been taught there are 13 full moons in a year and really 13 planets in our solar system and 13 tail feathers on a perfectly balanced eagle, the most powerful kind of bird to use in ceremony and healing.

But he also knows that some eagles may have only 12 tail feathers, or seven, that they do not all have the same number. He knows that the flicker has exactly 10 tail feathers; that they are red and black, representing the directions of east and west, life and death; and that this bird is considered a "fire" bird, a power used in native doctoring and healing. He can probably count more than 40 kinds of birds, and tell you and his peers what kind of bird each is, where it lives, the seasons in which it appears, and how it is used in a sacred ceremony.

My son is not culturally "disadvantaged," but he is culturally "different."

He may have trouble writing his name on a piece of paper, but he knows how to say it and many other things in several different Indian languages. He is not fluent yet because he is only five and required by law to attend your educational system and learn your language, your values, your ways of thinking, and your methods of teaching and learning.

So you see, all of these influences together make him somewhat shy and quiet and perhaps "slow" according to your standards. But if Wind-Wolf was not prepared for your world, neither were you appreciative of his. On the first day of class, you wanted to call him Wind, insisting that Wolf somehow must be his middle name. The students in class laughed at him.

As you try to teach him your new methods, helping him learn new tools for self-discovery and adapt to his new learning environment, he may be looking out the window as if daydreaming. Why? Because he has been taught to watch and study the changes in nature. It is hard for him to make the appropriate psychic switch from the right to the left hemisphere of the brain when he sees the leaves turning bright colors, the geese heading south, and the squirrels scurrying around for nuts to get ready for a harsh winter. In his heart, in his young mind, and almost by instinct, he knows that this is the time of year he is supposed to be with his people gathering and preparing fish, deer meat, and native plants and herbs, and learning his assigned tasks in this role. He is caught between two worlds, torn by two distinct cultural systems.

Yesterday, for the third time in two weeks, he came home crying and said he wanted his hair cut. He said he doesn't have any friends at school because they make fun of his long hair. I tried to explain that in our culture, long hair is a sign of masculinity and balance and is a source of power. But he remained adamant.

To make matters worse, he recently encountered his first harsh case of racism. Wind-Wolf had managed to adopt at least one good school friend and asked his new pal if he wanted to come home to play with him until supper. That was OK with Wind-Wolf's mother, who was walking with them. But the other boy's mother lashed out, "It is OK if you have to play with him at school, but we don't allow those kind of people in our house!" When my wife asked why not, she answered, "Because you are Indians, and we are white, and I don't want my kids growing up with your kind of people."

Why do white friends say, "I like you, Wind-Wolf, because you are a good Indian"?

So now my young Indian child does not want to go to school anymore (even though we cut his hair). He feels he does not belong. He is the only Indian child in your class, and he is well aware of it. Instead of being proud of his race, heritage, and culture, he feels ashamed.

When he watches television, he asks why the white people hate us and always kill us in movies and take everything from us. He asks why the other kids in school are not taught about the power, beauty, and essence of nature or provided with an opportunity to experience the world around them firsthand. He says he hates living in the city and that he misses his Indian cousins and friends. He asks why one young white girl at school who is his friend always tells him, "I like you, Wind-Wolf, because you are a good Indian."

Now he refuses to sing his native songs, play with his Indian artifacts, learn his language, or participate in his sacred ceremonies. When I ask him to help me with a sacred ritual, he says no because "that's weird" and he doesn't want his friends at school to think he doesn't believe in God.

So, dear teacher, I want to introduce you to my son, Wind-Wolf, who is not really a "typical" little Indian kid after all. He stems from a long line of hereditary chiefs, medicine men and women, and ceremonial leaders whose accomplishments and unique forms of knowledge are still being studied and recorded in contemporary books. He has seven different tribal systems flowing through his blood; he is even part white.

I want my child to succeed in school and in life. I don't want him to be a dropout or juvenile delinquent or to end up on drugs and alcohol because he is made to feel inferior or because of discrimination. I want him to be proud of his rich heritage and culture, and I would like him to develop the necessary capabilities to adapt to, and succeed in, both cultures. But I need your help.

What you say and do in the classroom, what you teach and how you teach it, and what you don't say and don't teach will have significant effect on the potential success or failure of my child. Please remember that this is the primary year of his education and development.

All I ask is that you work with me, not against me, to help educate my child in the best way. If you don't have the knowledge, preparation, experience, or training to effectively deal with culturally different children, I am willing to help you with the few resources I have available or direct you to such resources.

Millions of dollars have been appropriated by Congress and are being spent each year for "Indian Education." All you have to do is take advantage of it and encourage your school to make an effort to use it in the name of "equal education." My Indian child has a constitutional right to learn, retain, and maintain his heritage and culture. By the same token, I strongly believe that non-Indian children also have a constitutional right to learn about our Native American heritage and culture, because Indians play a significant part in the history of Western society. Until this reality is equally understood and applied in education as a whole, there will be a lot more school children in grades K-2 identified as "slow learners."

I ask that you work with me, not against me, to educate my son in the best way.

My son, Wind-Wolf, is not an empty glass coming into your class to be filled. He is a full basket coming into a different environment and society with something special to share. Please let him share his knowledge, heritage, and culture with you and his peers. ☐

Evaluation

Evaluation

21st Century Learning Challenge Volunteer Training

1. **Workshop materials were:**

   a) Very Helpful

   b) Average

   c) Not Helpful

   d) Have not read them

2. **Tell us how you felt about the following segments of the training session:**

Very Satisfied	Partly Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
5	4	3	2	1

2.1 21st Century Learning Challenge ________

2.2 Legal and Ethical Considerations ________

2.3 Child Development II ________
African American/Latino Students

2.4 School Culture and Environment ________

2.5 Cultural Diversity ________

3. **How confident did you feel as a potential 21st Century Learning Challenge school volunteer:**

   Before you started the training? (circle one number)

   Low Average High
   1 2 3 4 5 6 7 8 9 10

   After the training?

   Low Average High
   1 2 3 4 5 6 7 8 9 10

4. **How confident did you feel working in a school setting:**

   Before the training?

   Low Average High
   1 2 3 4 5 6 7 8 9 10

   After the training?

   Low Average High
   1 2 3 4 5 6 7 8 9 10

BEST COPY AVAILABLE

5. **How would you rate your understanding of African-American/Latino children**

Before the training?

Low Average High

1 2 3 4 5 6 7 8 9 10

After the training?

Low Average High

1 2 3 4 5 6 7 8 9 10

6. **How would you rate your comfort level working in a culturally diverse environment:**

Before the training?

Low Average High

1 2 3 4 5 6 7 8 9 10

After the training?

Low Average High

1 2 3 4 5 6 7 8 9 10

Our Dreams for the Future

2nd grad

My Future Dreams

My dreams for the futur are to be a Kodak volunteer. I want to be a volunteer because, I want to work at Kodak. To become a volunteer, I have to listen to my teacher work at Kodak and stay in school. The results wil be I will be a volunteer, teaching kids.

Stacey Royal

7 years old

BEST COPY AVAILABLE

2nd grade

My Future Dreams

My dreams for the future
are that I want to be a pilot.
I would like to be a pilot an
fly an airplane. I see a lot of
buttons on the control panel. The
I would talk into the speaker and
say, "Have a good flight and sit
back and relax". The flight attendan
will give people a pillow they wou
go to sleep while I fly the pl
When I was done flying I
would talk into the speaker and sa
Did you have a good flight". Then
I would let the door open and
say good-by and have a good
day". I just made new freids. I h
a good day. Then I would fly back
to the airport, to get more people
and take them were they have to go

Justin Blair

8

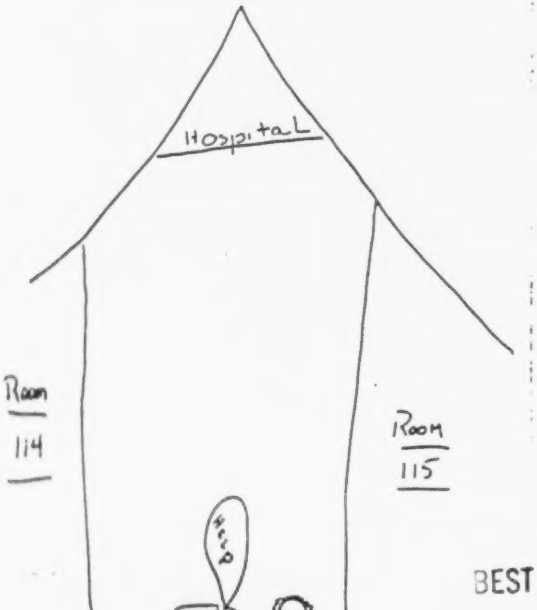
BEST COPY AVAILABLE

2nd grade

My Future Dreams

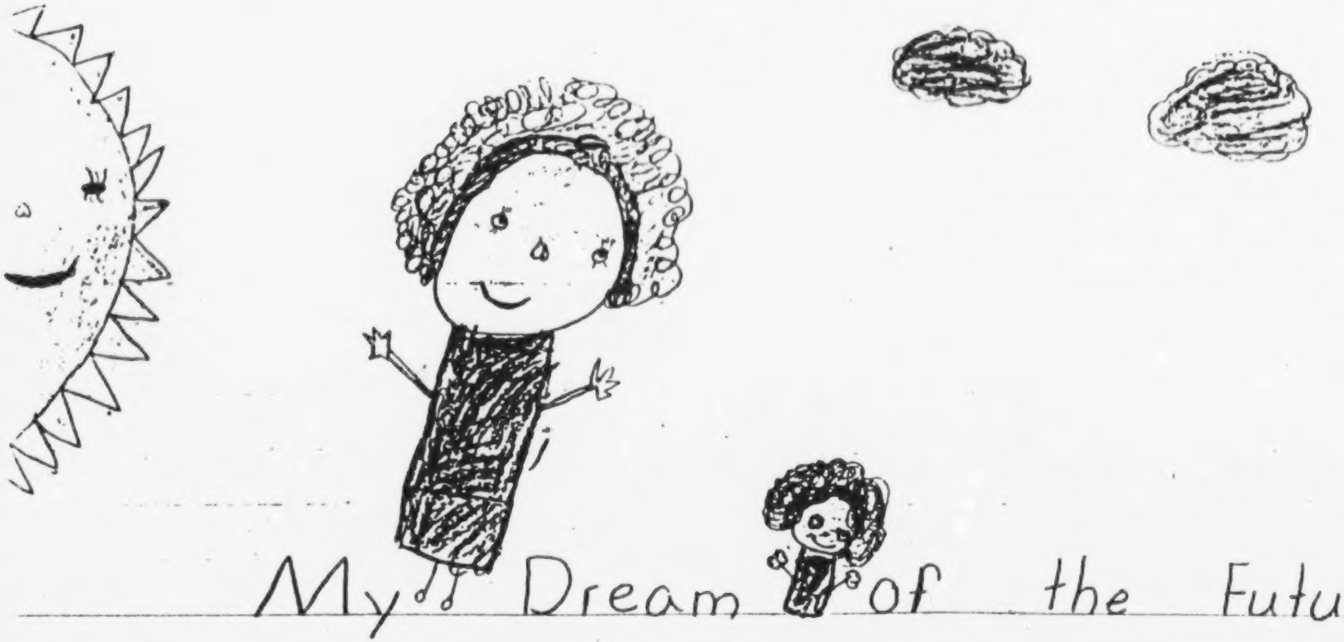
My dreams for the future are when I grow up I would like to be a doctor, so I can help people who are ick. In oder to be a doctor I have to go to school to get an education so I could go to medicicl school to become a doctor. If I am going to help people feel better.

Natasha Anderson
Age 8



BEST COPY AVAILABLE

2nd Grade



My Dream of the Future is that
My mommy will get well because she is sick. My momm
has headaches and I am sad. My mommy lost her voice.
I want her to get well because I do not want her to di
I love her very much. I will remember her always.

by Keva Chatman

2nd grad

My Future Dreams

my future dreamsis t
be a worker at. Kodakand ma
circuit boards I would als
like to Voluunteer ina clas
room like Mrs. Dawsonand
Mr. Rock.

Judge webb
8

BEST COPY AVAILABLE

4th grade

Tracy Scott School #25
June 11, 1991 Room 120

My Future

What I want out of life right now is to pass to fifth grade. The reason why I didn't write about what I want to be is that I don't know, but I know what I to do now is to finish Elementary school.

I hope that when I get to the seventh grade I am able to start a school program for people in the school. It will is for people who don't have breakfast.

People in the school could bring food in and pass out food. Then I want to run for class president.

Maybe Then I hope to try out for the girls basket ball team. I hope to be a guard for the basket ball team.

The End

4th grade

Sandra Nealy Writing
June 11, 1991

My Life

In twelve years I will be grown up. I will be twenty-one. When I get my job I will be a lawyer. I will handle cases the proper way. When I get enough money I will live in an apartment and I will get a car. I will visit my cousins and brothers and sisters. What will my fourth grade teacher do? Well I'm going to find out when I'm twenty one years old.

BEST COPY AVAILABLE

5th grade

Soey Gray

What my life would be like when I Get older..

I think my life would Nothing. If my life was realy great if I not going to be in Special Ed. But if not would be a Lawer, But I can not be A Lawer If I am or once In Special Ed, I want to Look forward to Life but I want the Best of Life. I want a big martion, With a 20 Servents. and Cooks, Then I think I run for President, THat sounds kind of good President Gray, But Like I said once befor If not I'll be a street Junk OR Live with some one In my family!

I need some one In my life that I can trust. Nobody Like my teacher or Some one at School. But In life. I think I mite not do to well I Life, And the Outher part of me saids I will do well in life.

BEST COPY AVAILABLE

5th grade

Karl Silas
Mr. Hagen
5-30-91

What I want to be when I grow

I want to be a rapper. I would make lots of money. But I would still go to law school. So If I go out of bussiness I'll have something to back me up. I'll buy me a mastion. I'll have me a nice family. I'll try to do my best in life. I'll help out the poor and teach the rich. If I had that I would have a good life. I don't want to be a drunky. I would love this life. I think I can do it If I try my best. I will try my best and try to live this life. I can't forget to go to church every day I can. This I want to be wehen I grow up. I hope I can do it. I believe in myself.

BEST COPY AVAILABLE

5th grade

Joshua Johnson
Mr. Hagen
May, 30, 1991

I was getting old now and I wanted to move out. So I'll find a job at Kodak and I'll work at a hospital. I'll do house Keeping I think I'm okay in That. then I'll pack all my clothes and fornitore and tell my uncle to help me. Leave my cat and let my sister have it. She likes cat's. I'll Move down south. My grand mother husband lives down there. Then I'll build me House down south. And I'll find me a wife and I'll have children and I'll find a job down there and I'll Live Happily ever after.

BEST COPY AVAILABLE